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ABSTRACT
         In relating foundation program objectives established
by the Department of Education to classroom instruction, this paper
identifies performance expectations for 21 subjects in grades 3, 6,
8, 10, and 12. These grades were chosen because they represent
critical points in major stages of human development. The performance
expectations are clustered according to knowledge, skills, or
attitudes that are important for students at particular stages of
development. The expectations are intended to provide the basis for
developing instructional objectives, measuring student progress,
insuring appropriate and timely instruction for each student, and
securing related assessment information regarding student background,
interests, work habits, and learning styles. (Author/WD)

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STUDENT PERFORMANCE EXPECTATIONS OF THE FOUNDATION PROGRAM

Office of Instructional Services • Department of Education • State of Hawaii • RS 78-6054 • August 1978

FOREWORD

Basic to the improvement of curriculum and instruction is the need for clear and realistic expectations of students which provide direction and focus for classroom instruction. In response to this need, performance expectations for students in the state have been developed. These performance expectations are identified for the eight Foundation Program Objectives for twenty-one instructional areas. Performance expectations have been developed for grades 3, 6, 8, 10 and 12.

The establishment of performance expectations at the specified grades will help to determine whether students are progressing satisfactorily toward the attainment of the Foundation Program Objectives. In addition, the performance expectations provide a basis for assessing learners and using the information to diagnose and prescribe according to their needs.

These present performance expectations have undergone extensive review and revision by many people. However, they represent only a step toward the improvement of education. An essential step is actual use of the performance expectations by teachers. During this phase, teachers, principals, district and state staff will continue the review of performance expectations. Subsequent revisions based on feedback resulting from the use of performance expectations are expected to accommodate new and emerging educational priorities.

Charles G. Clark,
Superintendent

ACKNOWLEDGMENT

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OVERVIEW OF STUDENT PERFORMANCE EXPECTATIONS

PURPOSE

The purpose of this document is to provide teachers and administrators with statements of student behavioral outcomes desired as a result of instruction, in order that planned educational experiences may be directed toward contributing to each student's full development throughout the years of public schooling in Hawaii.

FOUNDATION PROGRAM OBJECTIVES

The eight Foundation Program Objectives established by the Department of Education serve as the basis for curriculum and instruction in the public schools. These eight objectives are:

1. Develop basic skills for learning and effective communication with others.

2. Develop positive self-concept.

3. Develop decision-making and problem-solving skills.

4. Develop independence in learning.

5. Develop physical and emotional health.

6. Recognize and pursue career development as an integral part of personal growth and development.

7. Develop a continually growing philosophy that reflects responsibility to self as well as to others.

8. Develop creative potential and aesthetic sensitivity.

Because of the general way in which these objectives are stated, relating them directly to classroom instruction has been difficult. Performance expectations specifying important competencies expected of students as they progress toward the attainment of the eight Foundation Program Objectives were therefore written. These are found in Part I of this document.

PERFORMANCE EXPECTATIONS

Performance expectations can be thought of as very important statements of desired student behavior. Each performance expectation specifies a behavior which requires the application of knowledge, skills or attitudes. For each Foundation Program Objective, performance expectations collectively serve to describe the breadth and depth of a student's desired achievement and progress. Although individual student levels of achievement will vary, the department is obligated to take each student to his or her highest level.

ESSENTIAL COMPETENCIES

The department is also expected to insure that every high school graduate has attained proficiencies necessary to function in the adult world. Among these proficiencies are the fifteen competencies identified by public validation to be the minimum required for becoming productive and contributing members of society. These fifteen are referred to as *essential competencies.* (Refer to appendix C.)

INSTRUCTIONAL AREAS

Student performance expectations identified for twenty-one instructional areas are presented in Part II of this document. The instructional areas constitute the total program delivery system for achieving the Foundation Program Objectives. Of the twenty-one, fifteen are in subject matter areas:

- Agriculture
- Art
- Asian, European and Pacific Languages
- Basic Practical Arts
- Business Education
- Health
- Home Economics
- Industrial Arts
- Industrial-Technical Education
- Language Arts
- Mathematics
- Music
- Physical Education
- Science
- Social Studies

Along with these fifteen, there are performance expectations for six thematic and activity areas. Thematic and activity areas are those in which instruction is delivered through more than one subject. The thematic and activity areas are:

- Career Education
- Environmental Education
- Guidance
- Library Skills
- Student Activities
- Values Education

SELECTED GRADES

Student performance expectations were developed for grades 3, 6, 8, 10 and 12. These grades represent critical points in major stages of human development such as early childhood, preadolescense, adolescense and adulthood. Performance expectations identified for these grades reflect development through the preceding years and including the specified year/ That is, the expectations of students at the end of the third grade are based on sequential development from kindergarten through grade 3. Likewise, the attainment of performance expectations of subsequent grades is dependent on the cumulative effect of instruction. Therefore, teachers at all grades should use the performance expectations as a guide to provide for individal differences.

STRANDS AND PERFORMANCE DESCRIPTORS

In identifying performance expectations at each grade level, deliberate categorical strands were followed. Strand statements are included in this document to give guidance for developing instructional experiences. To further clarify the strand statements,

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performance *descriptors* were developed and are also included. Performance expectations lead to the attainment of the Foundation Program Objectives and therefore are related to both *strands* and *performance descriptors*.

CLUSTERS OF PERFORMANCE EXPECTATIONS

For each of grades 3, 6, 8, 10 and 12, performance expectations are clustered according to knowledge, skills or attitudes which are important for students at these grades. Sometimes a cluster relates directly to a strand. At other times, a cluster relates to several strands. The performance expectations within a cluster are arrayed in a progression to assist the teacher in taking the learners from where they are to their fullest potential.

All clusters are important and significant student achievement must occur in each. It is recognized that every school has students reflecting a wide range of ability and background. In a given class, therefore, student achievement levels may vary from cluster to cluster.

INSTRUCTIONAL PLANNING

The mission of the Department is "to provide educational services and opportunities for the development of all students in Hawaii to their maximum potential—mentally, physically, and socially—so that they will be contributing members of our society."

In support of this mission, all teachers are expected to use the eight Foundation Program Objectives in planning and developing instructional programs for their students. Instructional planning toward the Foundation Program Objectives will be enhanced through the use of performance expectations. Performance expectations provide the basis for:

1. relating instructional areas to the Foundation Program Objectives;

2. developing instructional objectives;

3. measuring student progress and adjusting classroom instruction;

4. securing related assessment information such as student background, interests, work habits and learning styles; and

5. insuring appropriate and timely instruction for each student.

Effective instructional planning and, more specifically, use of performance expectations will result from two important understandings. First, instructional planning and use of performance expectations must be based on the concept that meaningful instruction is learner-centered, where each student is viewed as an individual. Therefore, the performance expectations are not intended to prescribe the scope and sequence of learning for all students. Over the span of years, each student's learning sequence and achievement will differ within and among the Foundation Program Objectives. From assessment data, the individual's strengths may be identified and used for planning success-oriented activities to improve areas of

weakness.

Second, use of performance expectations requires clear understanding of the relationship among Foundation Program Objectives, instructional area objectives, performance expectations, essential competencies, instructional objectives, and classroom instruction. (See Figure 1.)

Figure 1
RELATIONSHIP AMONG FOUNDATION PROGRAM OBJECTIVES,
INSTRUCTIONAL AREA OBJECTIVES, PERFORMANCE
EXPECTATIONS, ESSENTIAL COMPETENCIES,
INSTRUCTIONAL OBJECTIVES AND
CLASSROOM INSTRUCTION

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              │ FOUNDATION PROGRAM OBJECTIVES   │
              └─────────────────────────────────┘
         ┌──────────────────────┐      ┌──────────────────────┐
         │ PERFORMANCE EXPECTATIONS │◄─ ─►│ INSTRUCTIONAL        │
         │ ESSENTIAL COMPETENCIES   │     │ AREA OBJECTIVES      │
         └──────────────────────┘      └──────────────────────┘
              ┌─────────────────────────────┐
              │ INSTRUCTIONAL OBJECTIVES    │
              └─────────────────────────────┘
              ┌─────────────────────────────┐
              │ CLASSROOM INSTRUCTION       │
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This insight, integrated with understanding of the learner, will promote optimum development of each student.

PART I

STUDENT PERFORMANCE EXPECTATIONS ACCORDING TO FOUNDATION PROGRAM OBJECTIVES BY GRADE AND CLUSTERS

Part I consists of two sections and is designed to assist each teacher in planning for instruction toward the Foundation Program Objectives. All instructional areas are expected to contribute to some degree toward achievement of all the Foundation Program Objectives.

Section A contains an elaboration of each Foundation Program Objective through strands and performance descriptors for each strand. Where appropriate, the essential competencies related to the performance descriptors are identified in parenthesis. This is followed by displays of performance expectations for each Foundation Program Objective by grades (3, 6, 8, 10 and 12) and by clusters.

Section B contains arrays of performance expectations for each grade (3, 4, 8, 10 and 12) by Foundation Program Objectives and by clusters. This display is provided to assist teachers in the total educational development of each student at the respective grade levels.

SECTION A

- Strands, performance descriptors for each strand and (where appropriate) essential competencies related to the performance descriptors.

- Performance expectations for each Foundation Program Objective by grades (3, 6, 8, 10 and 12) and by clusters.

FOUNDATION PROGRAM OBJECTIVE I:
DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS.

Learning to write and speak (Producing language)

- Writes for a specific purpose and audience stating a main idea with supporting details and using proper form, spelling, capitalization, punctuation and usage.

   (Demonstrates writing skills commonly used in daily life. These include writing directions, telephone messages, letters of inquiry or complaint, and personal correspondence.)

- Completes commonly used forms such as personal checks, job applications and charge account applications

   (Completes commonly used forms. These include personal checks, job applications, charge account applications and other similar forms.)

   (Reads and uses scales on standard measuring devices. These include rulers, measuring cups and spoons, thermometers and weight scales.)

- Uses oral communication skills for the intended purpose and audience, using appropriate style, form, supporting details and non-verbal modes of expression.

   (Communic s orally in situations common to everyday life. These include giving simple directions and answering questions about directions or instructions, expressing personal opinions on a topic and responding to questions about the topic, and describing an object.)

Learning to read and listen (Receiving language)

- Reads, explains and uses such materials as written instructions, maps, charts, graphs, tables, and illustrations.

   (Reads and uses printed material from daily life. These include the newspaper, telephone book, road maps, charts and graphs commonly used in public media, and household product instructions.)

   (Interprets common visual symbols. These include traffic signs and road markings, directions to public facilities, and caution and warning labels and signs.)

- Reads a variety of materials and analyzes them for main ideas and supporting details, points of view, purposes, biases, implications, and assumptions.

- Listens and responds appropriately to oral messages in a variety of situations.

FOUNDATION PROGRAM OBJECTIVE I:
DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS

Learning number systems and their operations (adding, subtracting, multiplying and dividing)

- Adds, subtracts, multiplies and divides whole numbers, fractions, decimals and integers.

    (Uses computational skills in situations common to everyday life. These include adding, subtracting, multiplying, and dividing whole numbers, adding and subtracting dollars and cents, and computing discount and simple interest.)

- Applies knowledge of number systems and their operations.

- Solves ratio, proportion and percent problems.

Using measurements (including metrics)

- Estimates, measures and computes using standard units, including metric and non-standard units such as hand span and stride.

Learning geometric relationships
- Identifies and describes plane and solid geometric figures and their properties and relationships.

Applying mathematical concepts and symbols to functional and interpretive relationships.

- Solves equations and inequalities.

- Makes, reads and interprets charts, graphs and tables.

FOUNDATION PROGRAM OBJECTIVE I: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS.

Grade 3	Grade 6	Grade 8
• Responds to simple oral directions. • Uses language appropriately in communicating an idea, experience, or information. • Responds to oral directions, descriptions, non-verbal messages, and common visual symbols. • Uses appropriate vocabulary in describing people, places, objects, and actions. • Gives and responds to oral directions and descriptions in one-to-one interactions	• Gives and responds to oral directions, descriptions, non-verbal messages, and common visual symbols. • Contributes to the completion of a prescribed group task through the use of oral discussion. • Adapts speech to informal and formal situations within the experiences of the student. • Identifies a problem through the use of discussion and questioning techniques. • Uses appropriate information in solving a problem in group discussion.	• Adapts speech to informal and formal situations within the experiences of the student. • Uses oral communication skills appropriate to the intended purpose and audience in a small group situation. • Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message. • Uses appropriate information in solving a problem in group discussions. • Organizes, analyzes, and interprets information in solving a problem in group situations.
• Reads and orally paraphrases a short paragraph from a variety of materials used by the student. • Reads a paragraph from a variety of materials used by the student and tells the relevant details. • Reads a paragraph from a variety of materials and identifies the central idea and supporting ideas.	• Reads an article or paragraph from a variety of materials used by the student and tells the relevant details in sequence. • Reads a paragraph from a variety of materials used by the student describing a situation and its outcome, and select the most probable cause of the outcome. • Reads and explains maps, charts, graphs, tables, and illustrations. • Reads a news article from a local newspaper, relates the important details, and arrives at implications.	• Reads and explains simple maps, graphs, tables, and illustrations. • Reads a paragraph from a variety of materials used by the student describing a situation and its outcome, and selects the most probable cause of the outcome. • Reads a news article from the local newspaper, identifies the central idea, and documents it with supporting details. • Reads an article or part of a text such as social studies, literature, and science and formulates a hypothesis, assumption, or conclusion.
• Writes a short paragraph on a topic with adequate punctuation. • Writes a paragraph on a given topic with adequate punctuation and capitalization. • Writes a personal letter for a specific purpose demonstrating adequate letter form, spelling, capitalization, and punctuation.	• Writes a paragraph on a given topic with adequate punctuation and capitalization. • Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation. • Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.	• Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation. • Writes a paragraph for a specific purpose and audience stating a main idea with supporting details. • Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.
• Uses whole numbers and commonly used fractions (e.g., ¼, ½) to communicate physical quantities. (How many, how much, etc.) • Adds and subtracts 3-digit numbers with regrouping (carrying and borrowing). • Recalls multiplication and division facts through products of 81. • Multiplies 2-digit numbers by 1-digit numbers without regrouping. • Estimates measurements and does arithmetic mentally. • Multiplies and divides 2-digit numbers by 1-digit numbers.	• Adds and subtracts whole numbers; multiplies any whole number by a 2-digit number; and divides any whole number by a 1-digit number. • Adds and subtracts like-denominator fractions and commonly used decimals. • Multiplies and divides decimals. • Estimates measurements and does arithmetic mentally. • Uses ratios to compare quantities and measurements of objects. • Adds and subtracts commonly-used fractions (mixed and common) with unlike denominators. • Multiplies and divides mixed and common fractions. • Solves simple ratio, proportion, and percent problems.	• Uses ratios to compare quantities and characteristics of physical objects. • Adds, subtracts, multiplies and divides decimals. • Adds, subtracts, multiplies, and divides fractions and integers. • Solves ratio, proportion, and percent problems. • Uses algebraic techniques and describes their relationship to the properties of the real numbers.
• Measures, reads and compares lengths, temperatures, masses, capacity, times of events, and quantities of money.	• Estimates and measures length, capacity, and mass (weight) of objects using standard units. • Measures and computes measurements using the four basic operations. • Explains the interrelationship of the metric units.	• Computes measurements using the four basic operations and converts among units. • Describes and explains possible uses and misuses of basic statistical measurements. • Computes measurements of various common plane and solid geometric figures.
• Identifies and compares plane and solid geometric figures in the environment. • Sorts plane and solid geometric figures according to their observed properties. • Identifies, names, and draws various plane and solid geometric figures.	• Identifies, names, and draws various geometric figures. • Classifies plane and solid geometric figures into various subsets using different specialized properties. • Uses correct terminology in describing the properties of geometric figures.	• Classifies plane and solid geometric figures into various subsets using different specialized properties. • Uses correct terminology in describing the properties of geometric figures. • Explains relationships of the parts of a geometric figure and relationships among geometric figures.
	• Makes graphs and tables to display and compare measurement data. • Makes, reads, and interprets tables and commonly used schedules (e.g., class and bus schedules).	• Makes, reads, and interprets tables and commonly used schedules (e.g., class and bus schedules).

Grade 10:

- Uses oral communication skills appropriate to the intended purpose and audience in a small group situation.
- Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message
- Gives a talk for a specific purpose and audience, using appropriate style, organizational form, supporting details, and non-verbal modes
- Uses appropriate information in solving a problem in group discussion
- Organizes, analyzes, and interprets information in solving a problem in group situations
- Identifies alternative strategies for solving a problem and arrives at a solution through group interaction and consensus
- Reads a news or sports article from a newspaper and chooses a title or heading appropriate to the article.
- Reads several related articles and generalizes one idea which is common to all.
- Reads an article or part of a subject area text and analyzes points of view, purposes, and biases.

- Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.
- Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.
- Writes a composition for a specific purpose and audience using the resources of language (words, sentence patterns, organizational form, and style) with emphasis on exposition.

- Adds, subtracts, multiplies and divides fractions and integers.
- Uses algebraic techniques and describes their relationship to the properties of the real numbers.

- Computes measurements of common plane and solid geometric figures.
- Describes and explains uses and misuses of basic statistical measurements.
- Calculates and interprets statistical measurements from a set of data.
- Calculates measures of dispersion and correlation of data.

- Uses correct terminology in describing the properties of geometric figures.
- Explains relationships of the parts of a geometric figure and among geometric figures.
- Describes ways that geometric properties and relationships are organized in a deductive system.

- Makes graphs and tables to display and compare measurement data.
- Graphs and analyzes polynomial, rational, exponentials, and logarithmic functions, and solves corresponding equations and inequalities.

Grade 12:

- Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message.
- Assumes various roles and responsibilities in group interaction.
- Gives a talk for a specific purpose and audience, using appropriate style, organizational form, supporting details and non-verbal modes.
- Selects and uses appropriate diction, style, organization, details, and modes, including non-verbal communication in achieving a specific purpose through group interaction.
- Organizes, analyzes, and interprets information in solving a problem in group situations.
- Identifies alternative strategies for solving a problem and arrives at a solution through group interaction and consensus.
- Uses problem-solving procedures and techniques in group situations to arrive at solutions to a problem requiring research.

- Reads several related articles and generalizes one idea which is common to all.
- Reads an article from a weekly news magazine such as *Time* or *Newsweek* and analyzes points of view, purposes, and biases.
- Reads materials and judges accuracy in information and detects any fallacies in reasoning.

- Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.
- Writes a composition for a specific purpose and audience using the resources of language (words, sentence patterns, organizational form and style) with emphasis on exposition.
- Writes a persuasive composition for a specific purpose and audience using relevant details to support a thesis.
- Writes a paper demonstrating the appropriate use of research techniques and the conventions of writing a research paper.

- Uses algebraic techniques and describes their relationship to the properties of real numbers.

- Calculates and interprets basic statistical measurements from a set of data.
- Calculates measures of dispersion and correlation of data.

- Explains relationship of the parts of a geometric figure and among geometric figures.
- Describes ways that geometric properties and relationships are organized in a deductive system.
- Organizes geometric properties and relationships into deductive systems.

- Uses concepts from trigonometry and analysis to graph equations and inequalities.

FOUNDATION PROGRAM OBJECTIVE II:
DEVELOP POSITIVE SELF-CONCEPT

Understanding and accepting self

- Identifies and analyzes the characteristics of self that one feels positive about and others like.

- Describes self in terms of one's interests, values, attitudes, and attributes that make one similar to and different from others.

- Identifies personal behaviors which can be improved and develops alternative ways to improve them.

- Explains how the family, peers and other social groups contribute to one's personal development.

Understanding and relating effectively with others

- Describes some of the ways in which people are alike and different.

- Explains how one's self-concept and social effectiveness are influenced by and, in turn, affects others.

- Demonstrates behaviors that illustrate respect for others, such as listening to their points of view.

- Relates personal traits and behaviors to one's interaction with many different people in a variety of situations.

Grade 3	Grade 6	Grade 8
• Describes what makes one feel good about self	• Describes one's personality traits	• Identifies physical features, personality traits, values and attitudes that make one different from others.
• Describes personal characteristics that others feel good about	• Describes personal experiences that contribute to feelings of self-worth	• Identifies one's strengths and weaknesses and explains how these interrelate to make one unique.
• Describes self in terms of one's abilities in physical activities, academic work and social relationships	• Describes those behavioral characteristics which one believes would contribute most toward a positive feeling of self.	• Describes ways of using criticisms and failures positively for self-improvement and growth.
• Describes personal behaviors which need to be changed or improved upon and develops possible ways to change them		• Participates in activities that foster positive self-concept.
• Describes what one likes to do with friends and family	• Explains how the various members of the family influence how one feels about self.	
• Gives examples of behaviors that illustrate respect for self and others.	• Describes the cultural practices which one's family values and how they affect feelings about self	• Explains the causal relationship between one's behavior and how one is viewed by others.
• Explains how people can help each other feel good about themselves.	• Explains how peers can influence changes in one's behavior and feelings about self.	• Evaluates how personal-social values affect development of one's personality.
• Describes some of the ways in which people are alike and different.	• Demonstrates increasing social skills in peer relationships.	• Identifies and describes personal-social values that are derived outside of family life and peers.
• Demonstrates social behaviors which encourage acceptance by others.	• Relates one's personality traits to how one interacts with others.	• Identifies the major forces in the community which influenced the development of one's personal-social values.
	• Explains how different social groups contribute to one's personal development.	• Describes cultural practices of an ethnic group other than one's own, and explains reasons for acceptance or non-acceptance.

Grade 10	Grade 12
• Uses the process and skills of self-appraisal	• Identifies the major factors which influence the development of one's personality (e.g., culture, family and early experience).
• Describes life styles which may be incorporated in one's life goals.	• Describes the life style one may desire in the future.
• Identifies those cultural practices which one's community values.	• Identifies and analyzes those factors (e.g., age, sex, expectations of self, peers, school, family, citizens of a state and nation) which may influence personal roles in the future.
• Describes how social change affects development of personal values.	
• Demonstrates personal behavior that recognizes "human worth and dignity" in relating to others.	• Identifies and explains how social values held by peers were developed and accepted.
• Demonstrates social skills with members of the opposite sex and various youth groups.	• Identifies a personal-social value and explains how it influences one's relationship with others.
• Extends one's interests, experiences and relationships outside the immediate social group.	• Adapts and applies social skills in relationships with individuals of various ethnic, cultural, age, socio-economic and interest groups.
	• Relates to parents and other adults on a mature basis.

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FOUNDATION PROGRAM OBJECTIVE III:
DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS

Learning and applying decision-making and problem-solving skills

- Identifies and clarifies the problem or situation requiring a decision.

- Determines and gathers information needed.

- Analyzes information and factors influencing the situation.

  (Distinguishes fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.)

- Identifies and evaluates alternatives and their consequences.

- Draws conclusions or generalizations to reach a decision or solution.

- Validates conclusions and modifies them as appropriate.

- Applies the knowledge gained to situations encountered requiring decisions or solutions.

  (Reaches reasoned solutions to commonly encountered problems. Reasoned solutions are those that incorporate the facts at hand, the constraints on the solution, the feasibility of carrying out the solution, and the values of those affected by the solution. Commonly encountered problems include decisions about family finance, career plans, physical health, and community issues.)

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Grade 3	Grade 6	Grade 8
• Identifies a simple problem.	• Asks appropriate questions to identify and clarify a problem and determines the information needed to solve the problem.	• Raises questions related to a problem based on information gathered from various sources.
• Collects information needed to solve the problem.	• Gathers relevant information to solve the problem.	• Organizes information and recognizes some simple quantitative and qualitative patterns in the information.
• Determines relevant information and draws conclusions which solve the problem.	• Identifies possible alternatives based on information gathered.	• Uses relevant relationships to draw conclusions in a problem solving situation.
• Identifies possible alternatives for solving the problem.	• Makes inferences for each alternative and selects an alternative solution.	• Checks correctness of conjectures and conclusions by organizing, analyzing, and evaluating information.
• Makes inferences for each alternative and selects a solution based on information collected.	• Gathers information from various sources, analyzes and organizes the information.	• Develops criteria for examining alternatives in solving a problem.
• Checks reliability of conclusions derived.	• Arrives at a conclusion and checks its reliability.	• States tentative generalizations as hypotheses to be tested.
	• Interprets the organized information and draws simple generalizations.	• Evaluates the effectiveness of the processes and tools used in solving a problem.
	• Applies the problem-solving process to an independent project.	

Grade 10	Grade 12
• Identifies and clarifies a problem and develops criteria for examining alternatives in solving the problem	• Analyzes available information to identify issues and identifies a problem or problems based on the issues
• Gathers information from various sources and analyzes and organizes the information to facilitate the formulation of alternatives.	• Uses reliable sources of information, and appropriate means to identify alternatives.
• Formulates hypotheses about a problem based on available information	• Evaluates alternatives for their effectiveness based on identified criteria.
• Applies the criteria established to select an alternative	• Predicts consequences of alternative decisions and actions in a problem-solving situation.
• Evaluates the alternative selected for its effectiveness	• Draws conclusions or generalizations based on alternatives of tested hypotheses and related data.
• Draws conclusions or generalizations based on the alternatives or hypotheses and related information.	• Checks reliability of and reports on conclusions and/or modifications to conclusions.
• Validates and reports the conclusions and modifications, if any.	• Applies the problem-solving process to an independently selected research question.

FOUNDATION PROGRAM OBJECTIVE IV:
DEVELOP INDEPENDENCE IN LEARNING

Demonstrating initiative in furthering one's learning

- Pursues ways of learning more about events, conditions, ideas or people.

- Initiates and completes work with minimum direction.

- Meets new situations with resourcefulness.

- Plans and initiates a program of continuing education for personal and social development and to pursue vocational and avocational interests.

Gaining and applying skills in learning how to learn

- Applies study skills.

- Applies such criteria as scope, accuracy, authority and recency in selecting and using a variety of information sources.

- Locates and uses appropriate resources to complete a project.

    (Uses resources for independent learning. These resources include the library, informed persons, and public and private agencies.)

FOUNDATION PROGRAM OJECTIVE IV: DEVELOP INDEPENDENCE IN LEARNING

Grade 3	Grade 6	Grade 8
• Uses time effectively. • Identifies elements of good study habits. • Completes work with supervision. • Completes work with minimum supervision. • Initiates tasks and seeks help when needed. • Initiates tasks and solves problems independently. • Shows curiosity by asking questions. • Asks questions to gather information. • Selects a variety of materials for browsing independently. • Selects and reads both simple fiction and non-fiction independently. • Selects, reads, listens, or views, appropriate materials independently • Uses a variety of sources (e.g., library and informed people) to acquire information including retrieval of alphabetically-stored information. • Summarizes retrieved information according to a set purpose.	• Initiates tasks and seeks help when needed. • Initiates tasks and solves problems independently. • Applies study skills in the classroom and library. • Appraises one's study habits to identify improvements needed. • Identifies the requirements for success in school work (e.g. undertaking tasks independently or with minimum supervision, good study skills, efficient use of time). • Asks questions to gather information, e.g., to explain phenomena. • Selects and reads both simple fiction and non-fiction independently. • Studies materials independently and applies knowledge learned to solve problems. • Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information. • Summarizes retrieved information according to a set purpose.	• Initiates tasks and solves problems independently. • Applies study skills in the classroom and library. • Appraises one's study habits to identify improvements needed. • Demonstrates personal strategies for experimenting and problem-solving in the performance of independent investigations. • Studies materials independently and applies knowledge learned to solve problems. • Uses a variety of sources (e.g. library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information. • Identifies; locates and uses specialized reference materials and community resources. • Summarizes retrieved information according to a set purpose. • Identifies reasons for lifelong learning.

- Applies study skills in the classroom and library.

- Demonstrates personal strategies for experimenting and problem-solving in the performance of independent investigations

- Studies materials independently and applies knowledge learned to solve problems.
- Identifies, locates and uses specialized reference materials and community resources.
- Applies such criteria as scope, accuracy, authority and recency in selecting specialized reference materials.
- Uses research techniques and a variety of resources to complete a report or project.

- Describes the kinds of experiences one can pursue in lifelong learning.
- Identifies, selects, and pursues activities according to personal educational plans.

- Demonstrates personal strategies for experimenting and problem-solving in the performance of independent investigations.

- Identifies, locates and uses specialized reference materials and community resources.
- Applies such criteria as scope, accuracy, authority and recency in selecting specialized reference materials.
- Uses research techniques and a variety of resources to complete a report or a project.
- Locates and uses resources to complete a research project requiring in-depth use of research methodology.

- Explores the kinds of experiences one can pursue in lifelong learning.
- Initiates a planned program of continuing education to further vocational, avocational, personal and social development.

FOUNDATION PROGRAM OBJECTIVE V:
DEVELOP PHYSICAL AND EMOTIONAL HEALTH

Understanding human development

- Describes the life cycle from conception to death.

- Identifies and locates major body parts and describes the interdependency of organs and body systems.

- Describes the inter-relationship of physical, intellectual, emotional, and social factors in human development.

- Identifies needs of people at different stages of development and describes how those needs can be satisfied.

Demonstrating good health and safety practices

- Plans nutritionally adequate meals and identifies safe and sanitary procedures for their preparation.

- Identifies the causes and effects of illness, disease and accidents and describes preventive and control methods and emergency actions to be taken for each.

- Distinguishes between beneficial use and abuse of substances that modify mood and behavior.

     (Identifies the harmful effects of smoking, drinking, drug abuse, overeating, insufficient sleep, poor personal hygiene, and poor nutrition.)

- Relates community resources to particular needs in health, child care, family planning and social services.

- Describes ways of expressing emotions in order to deal constructively with daily living.

- Plans and participates in program of activities to maintain well-being which includes consideration of diet, rest, exercise, health and personal hygiene.

     (Identifies the harmful effects of smoking, drinking, drug abuse, overeating, insufficient sleep, poor personal hygiene, and poor nutrition.)

Grade 3	Grade 6	Grade 8
• Names and describes the functions of major body parts and organs.	• Describes the location and function of organs of the human body and their interdependency.	• Relates the influence of the reproductive systems to the growth and developmental changes that occur during adolescence.
• Performs basic body movements to keep the body fit.	• Participates in various physical activities with emphasis on physical fitness.	• Integrates fundamental body movements with the new techniques required to perform specific physical activities.
• Explains how heredity and environment influence height and weight.	• Describes ways people can handle emotions constructively.	• Describes stages of the life cycle from conception to death.
• Participates in physical fitness activities.	• Describes the reproductive process and how life begins.	• Describes reasons why some adolescent health and behavior problems emerge as a result of physical, emotional and social changes.
• Applies body movements to simple games and dances.	• Executes body movements efficiently in physical activities.	• Plans programs of exercise to maintain physical fitness.
• Identifies different emotions and ways they are shown.	• Identifies the qualities of a physically fit individual.	
• Discovers that all living things come from other living things.	• Describes stages of the life cycle from conception to death.	
• Engages in appropriate physical activities to develop physical fitness.	• Selects appropriate activities to raise own level of physical fitness.	• Identifies social and psychological values influencing health and safety behavior.
• Identifies ways in which one grows over a given period of time.		• Relates the effects of personal health practices to one's physical and emotional health.
	• Describes reasons for maintaining personal health practices.[1]	• Analyzes various influences that affect one's diet.
• Follows safety precautions and rules.	• Describes possible hazards to safety and uses preventive approaches.	• Describes the value of physical fitness to daily living.
• Identifies personal health practices which contribute to physical and emotional health.	• Relates precautions to the prevention of accidents and injuries.	• Describes economic, emotional and social impact of death on a family or an individual survivor.
• Names different foods that are important to growth and health.	• Relates the effects of personal health practices[1] to one's physical and emotional well-being.	
• Describes the role and responsibilities of individuals within the family and how each contributes to the physical and emotional health of other family members.	• Identifies functions of the foundation food groups.	• Identifies characteristics of a healthy community.
	• Describes similarities and differences among families in diet patterns, values and relationships and how these influence the health of members.	• Relates influences of urbanization and socialization to the changing patterns of the health of a community.
• Identifies some agencies which help to protect personal health and safety.		• Describes the relationship between the consumer and provider in the solution of health care problems.
• Names familiar people or occupations which promote, protect, and maintain health.	• Identifies factors influencing community health activities.	• Describes various medical, dental and health-related specialists and their role in health services.
• Identifies a few common sources of health information.	• Cites examples of harm that can result from self-diagnosis, self-medication and unwise use of drugs and medicines.	• Describes some infectious and chronic diseases and the effects on the human body.
• Describes feeling well and some symptoms of physical and mental illness.	• Names various methods by which disease can be prevented, controlled, or cured.	• Identifies reasons why some individuals become regular users of various substances[2] and others do not.
• Describes substances[2] and ways they are used to modify emotions and behavior.	• Identifies the effects of disease on the functioning of the body systems.	• Describes the various effects and possible consequences of the use and abuse of substances[2] that modify mood and behavior.
• Identifies ways tobacco, alcohol and other substances[2] are used to modify mood and behavior.	• Describes some of the effects of substances[2] used by people to modify emotions and behavior.	• Analyzes the influences of such variables as emtions and values on the use of substances[2] and personal health practices.[1]
	• Describes the various effects and possible consequences of the use of substances[2] that modify emotions and behavior.	• Describes actions to be taken in the event of accidents.
	• Identifies reasons why some individuals become regular users of various substances[2] and others do not.	

[1]Personal Health Practices: Cleanliness, diet, rest/sleep, activity, oral/dental hygiene.
[2]Substance: May be prescribed or over-the-counter drugs, illegal drugs, tobacco, alcohol (a drug), tea and coffee, candy, ice cream, etc.
[3]Lifetime recreational sports activities: archery, bowling, swimming, table tennis, etc.

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- Describes stages of development in the life cycle from conception to death.
- Selects and uses corrective measures as needed to improve physical fitness.
- Identifies the health related responsibilities accompanying the pre-adult phase of maturation.

- Analyzes personal health status and demonstrates ways to improve it.
- Relates the effects of personal health practices to one's physical and emotional health.
- Demonstrates safety procedures and practices.
- Explores a variety of lifetime recreational sports activities [3]
- Seeks assistance to identify corrective measures to raise level of physical fitness.
- Analyzes the influence of such variables as emotions and values on one's diet, the use of substances [2], and participation in risk-taking activities.
- Describes economic, emotional and social impact of death on a family or an individual survivor.
- Relates the contribution of good health practices to physical, emotional, mental and social well-being of individuals and families.
- Describes forces that encourage good personal health practices [1] and those that act as deterrents.
- Evaluates and selects appropriate lifetime recreational sports activities [3] to meet own needs, interests and abilities.

- Locates community resources related to health, child care, family planning and social services.
- Describes a community health agency with which a student is personally familiar.
- Analyzes the influences of such variables as emotions and values on the use of health information, products, and services.
- Relates own interest and skills to a health or health-related career.
- Explains means of preventing, curing or controlling diseases and conditions.
- Applies established procedures to health and safety problems and emergencies.
- Distinguishes between beneficial use and abuse of substances [2]
- Translates knowledge about effects of substances [2] into predictions about behavior of those who use these substances [2] under different circumstances.

- Describes economic, emotional and social impact of critical stresses in life such as death or divorce, or loss of a job.
- Identifies and describes emotional and social characteristics improved by participating in lifetime recreational sports activities [3]
- Uses skills and knowledge gained in preparing self for participation in lifetime recreational sports activities. [1]

- Relates the contribution of good health practices to physical, emotional, mental and social well-being of individuals and families.
- Analyzes contributions made by the family to the development of young children.
- Develops a plan for meeting possible stresses of marriage and family living.
- Describes forces that encourage good personal health and dietary practices and those that act as deterrents.
- Plans nutritious meals for self and others.
- Includes safety considerations when planning a personalized program for the maintenance of physical well-being.
- Knows own movement capabilities and follows a program of activities to attain physical fitness.

- Uses health and social services available to teenagers when needed to maintain well-being.

FOUNDATION PROGRAM OBJECTIVE VI:

RECOGNIZE AND PURSUE CAREER DEVELOPMENT AS AN INTERGRAL PART OF THE STUDENT'S TOTAL GROWTH AND DEVELOPMENT

Learning about the world of work

- Compares job-related skills, educational requirements, and the nature of work in various jobs in the community.

- Descfibes personal strengths, weaknesses and values in relation to avocational and vocational interests.

- Identifies several careers and describes sources of information, effects of social/economic conditions, and availability of opportunity relative to these careers.

Exploring and preparing for careers

- Identifies career opportunities and requirements and completes a career development plan for post-secondary education or employment.

    (Identifies the training, skill and background requirements of at least one occupation in which the student is interested.)

- Explains the dignity and worth of tentative career choice.

- Acquires pre-requisites for post-secondary education or entry level skills for employment.

Grade 3	Grade 6	Grade 8
• Identifies subject matter which the student likes and in which one does well.	• Identifies various occupations which are of interest to the student.	• Identifies and explores several career choices.
• Identifies various occupations which are of interest to the student.	• Describes how the student's interests relate to a broad occupational field.	• Identifies places where people may receive education or training beyond high school.
• Describes how school subjects benefit the worker on the job.		• Describes the minimum level of education and employability skills needed in selected occupations.
	• Lists ways in which one might strengthen an identified personal weakness.	• Formulates a tentative educational and career plan.
• Describes how one might develop a desired personal trait.	• Describes a personal strength and a personal weakness.	• Describes education, job training, and work experience needed to prepare for a preferred occupation.
• Identifies personal characteristics which one would like to acquire.	• Takes steps to overcome an identified personal weakness.	• Names related jobs and describes similarities in terms of function and skills needed.
• Identifies personal characteristics of self and others.	• Describes the differences between the student and a classmate in each of the following areas: interests, abilities and achievements.	• Identifies sources of information available on occupations.
• Compares job-related skills among various workers in the community.	• Describes types of workers in the community or school.	• Identifies personal goals to be considered in planning a career.
• Describes various activities performed by people in the home, school, and community.	• Identifies jobs that have common characteristics and names those characteristics.	• Formulates a plan to strengthen personal weaknesses identified by self.
• Describes how some adults the student knows feel about working for a living.	• Names and describes an occupation which is product-oriented and one which is service-oriented.	• Analyzes past achievements in relation to possible career choices.
• Describes how interpersonal skills contribute to achievement of group tasks.	• Identifies occupational fields which relate to products and those which relate to services.	• Identifies and describes personal characteristics of workers in a career selected for exploration.
• Describes the individual's responsibility to cooperate in group work in order to accomplish tasks.	• Identifies skills related to a specific occupation.	
• Describes one way in which an individual may contribute to the welfare of the group.	• Identifies some of the values which relate to participation in a particular task.	• Describes values as they relate to occupations, work situations and behavior.
• Cites examples of how a student can contribute to classroom goals.		• Describes the role of values in the management of personal resources to achieve life goals.
• Describes how home responsibilities can be divided and/or shared among family members.	• Describes the individual's responsibility in group work to accomplish tasks.	
	• Identifies ways in which individual contributions benefit the group.	• Describes some contributions which a specific occupation makes to the improvement of society.
	• Identifies personal values which motivate participation in group activities.	• Identifies contributions of community workers and classifies them into the following categories: working with things, working with data, and working with people.
		• Demonstrates knowledge of rights, privileges, and responsibilities of a job.
		• Explains how participation in civic groups contributes to attainment of individual goals and to the improvement of society.

Grade 10	Grade 12
• Formulates a tentative educational plan for a given occupational field or preferred vocation.	• Completes a career development plan for post-secondary education or employment in relation to one's qualifications, interests and aptitudes and existing opportunities.
• Identifies an occupation which matches the student's interests, capabilities, and aptitudes and identifies subject matter related to the choice.	• Recognizes that job opportunities and requirements change with time and economic conditions.
• Identifies educational or training requirements for several occupations which the student finds interesting.	• Describes sources of employment information and procedures for seeking a job.
• Describes an occupational cluster in which the student has interest, aptitude and ability.	• Describes the benefits and limitations of one's tentative career choice.
• Identifies sources of information available on occupations.	Identifies local and national employment opportunities and future trends.
• Describes sources of employment information and procedures for seeking a job.	Relates employment opportunities to plans and strategies for pursuing post-secondary education or employment.
• Describes different educational and training opportunities after completing high school.	
• Identifies local and national employment opportunities.	
	• Relates own interests, aptitudes and abilities to tentative career choices.
• Analyzes interests, abilities, and personal achievements in selecting occupations to explore.	• Relates abilities, aptitudes and other personal resources to the requirements for preferred occupations.
• Describes positive personality traits and attitudes which meet employer expectations.	• Describes ways of maintaining economic self-sufficiency in order to be responsible to self.
• Gives reasons for tentative career choices based on identified personal interests and aptitudes.	• Describes how an occupation contributes to an individual's positive self-concept.
• Describes ways in which one's career choice affects one's life style.	• Gives personal reasons for the selection of an occupation to pursue.
• Relates own interests, aptitudes and abilities to tentative career choices.	
	• Describes relationship of career decisions to life styles.
• Describes the values of work to society.	• Explains the dignity and worth of tentative career choices.
	• Describes ways of adjusting career goals to cope with changing personal interests and development, and economic trends.
• Describes contributions that workers make to society.	• Describes implications of career choice to personal and family life style.
• Describes how punctuality and dependability affect the work of others in an occupational setting.	• Describes the economic implications of career decisions.
• Describes some contributions which an occupational cluster makes to society.	
• Describes the interrelationship of career activities to community welfare.	• Explains how one's service as a worker contributes to community welfare.
	• Describes positive ways of relating to others in a work situation.
	• Describes ways in which an individual contributes to the welfare of others.
• Performs entry-level job tasks in an occupation.	
• Demonstrates job-seeking and job-getting skills.	• Demonstrates appropriate entry-level skills for post-secondary education or employment.
• Seeks work experience through voluntary activities or paid employment.	• Demonstrates job-seeking and job-getting skills.
	• Seeks work experience through voluntary activities or paid employment.
	• Performs entry-level job tasks in an occupational cluster.

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FOUNDATION PROGRAM OBJECTIVE VII:
DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS

Acquiring beliefs and values consistent with a democratic society

- Distinguishes between acceptable and unacceptable behavior in one's community.

- Demonstrates compassion for others and helps them as needed.

- Acknowledges the worth of the individual and the need for continual growth.

- Describes social groupings, including the family; the basic needs they meet; and the values they represent.

- Describes responsibilities and basic legal rights as they apply to oneself and others.

  (Demonstrates knowledge of the basic structure and functions of national, state and local governments.)

  (Demonstrates knowledge of the citizen's opportunities to participate in political processes. These include voting, running for office, contacting elected representatives, and participating in election campaigns.

  (Demonstrates knowledge of important citizen rights and responsibilities. This includes the rights guaranteed by the Constitution and knowledge of traffic laws and major criminal offenses.)

- Considers group needs and the role of the individual in the group to attain common objectives.

Clarifying and affirming beliefs and values

- Compares and contrasts own behavior with that of others.

- Identifies alternatives to clarify beliefs and values and selects alternatives based on reason.

- Analyzes differing and changing social points of view and their effect on personal beliefs and values.

- Identifies and pursues plan of action based on clarified personal or social beliefs and values.

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Grade 3	Grade 6	Grade 8
• Identifies and describes the major roles and functions for each member of a family group. • Describes the role of the family and explains its relationship to the larger community. • Explains the need for order in any group situation. • Respects authority while recognizing that rules have legitimate exceptions. • Follows school and classroom rules. • Listens and participates in class discussions. • Listens and accepts opinions of others in group discussions. • Describes and accepts ways in which people are alike and different.	• Describes the organization and structure of the school. • Describes the basic organizational structure of the local, state, and federal levels of government. • Explains the major functions and responsibilities of the local, state, and federal levels of government. • Respects authority while recognizing that rules have legitimate exceptions. • Listens and accepts opinions of others in group discussions. • Explains a viewpoint other than one's own. • Explains the relationship between rules of conduct and one's responsibility to self and others. • Describes ways in which cultural differences may be appreciated.	• Describes the basic governmental structures and responsibilities at the local, state, and federal levels. • Describes the lawmaking processes at the local, state, and federal levels. • Compares and contrasts the major roles among the local, state, and federal levels of government. • Identifies and defines the major ways in which people organize themselves in American society today. • Identifies federal or state laws designed to protect people and the environment and discusses their effectiveness. • Describes how and why people organize to satisfy basic social needs. • Describes the inter-relationship of the social, political, and economic structures and environments of different societies. • Identifies similarities and/or differences among social, cultural and ethnic groups. • Explains why American social values change. • Cites examples of negative and positive ways human beings can change the environment. • Explains how one's personal values influence the kinds of social activities one engages in. • Cooperates with others to attain common objectives.

- Describes the lawmaking processes at the local, state and federal levels
- Identifies federal or state laws designed to protect people and the environment and discusses their effectiveness.
- Explains basic rights and responsibilities in American society in terms of due process of law.
- Identifies the basic rights and responsibilities expressed in the U.S. Constitution.

- Identifies basic human needs and how various societies provide for satisfying such needs.
- Predicts the effects social, political and economic changes could have on the environment.
- Participates in a group that is working to solve environmental problems.

- Identifies and describes environmental factors which influence beliefs of different cultures.
- Explains how one's perspective has been broadened through the study of a new language and its culture.

- Cites examples of negative and positive ways human beings can change the environment.
- Cooperates with others to attain common objectives.
- Demonstrates increasing sense of social responsibility by participating in service projects and causes that affect individual and social welfare.
- Participates in a group that is working to solve environmental problems.

- Describes one's role in the American election process.
- Analyzes a problem of violation of human rights guaranteed by the U.S. Bill of Rights or denial of due process of law.
- Analyzes the concept of human rights (Universal Declaration of Human Rights) and describes its status in the world today.

- Predicts probable legislation based on the outcomes of an election.

- Recognizes how the values and traditions of a country are often reflected in its language.
- Identifies values associated with current issues and participates in projects related to the issues.

FOUNDATION PROGRAM OBJECTIVE VIII:
DEVELOP CREATIVE POTENTIAL AND AESTHETIC SENSITIVITY

Producing and performing

- Creates works in various modes of expression.

- Expresses one's feelings, ideas or experiences through various modes of expression.

Responding and judging

- Identifies qualities of creative works or of nature which are pleasing to the senses.

- Analyzes and makes critical judgments of one's work and that of others.

Learning about the artist, the work, and culture

- Compares and contrasts styles and modes of artistic expression of various periods.

- Describes historical and cultural factors which influence works of recognized creators.

Grade 3	Grade 6	Grade 8
• Experiments with materials, tools, techniques, or modes of expression to express ideas, feelings and experiences. • Performs or produces creative works in various modes of expression. • Produces simple creative works to depict specific feelings and emotions. • Interprets works of art through oral, written, visual or musical modes. • Responds to creative works and identifies characteristics that are pleasing to the senses. • Describes one's own likes and dislikes about creative works. • Describes the need for beauty in one's environment. • Identifies the major creative forms* used to evoke thoughts and feelings. • Explains feelings evoked by the artistic creations of people and the natural environment.	• Performs or produces a creative work using concepts of design or elements of structure. • Produces simple creative works using appropriate media to depict feelings, ideas or experiences. • Interprets works of art through oral, written, visual or musical modes. • Organizes and expresses ideas into an original composition. • Identifies the elements which contribute to one's enjoyment of the natural environment and artistic creations of people. • Identifies the major creative forms used to evoke thoughts and feelings. • Explains how the creator's use of basic elements in different works contributes to one's enjoyment. • Analyzes creative works based on concepts of design.	• Performs or produces simple creative works using appropriate media to depict feelings, ideas or experiences. • Organizes and expresses ideas into an original composition. • Creates original work based on concepts of design in one or more modes of expression. • Identifies the major creative forms used to evoke thoughts and feelings. • Identifies specific works of art in a mode of expression. • Describes the contribution of particular elements to the total effect of a work. • Explains how the creator's use of elements in different works contributes to one's enjoyment. • Identifies specific works of art in several modes of expression. • Analyzes creative works based on concepts of design. • Explains how the creator's handling of elements contributes to the aesthetic quality of the work. • Evaluates one's own work based on a given set of criteria. • Describes the artistic contributions of artists, including artists of Hawaii.

'Creative forms: visual arts, music, dance, drama, literature

Grade 10	Grade 12
• Selects a mode of expression and performs or produces an original work in that mode.	• Creates an original work based on concepts of design in one or more modes of expression.
• Creates original work based on concepts of design in one or more modes of expression.	• Develops and refines techniques in a particular mode of aesthetic expression.
• Develops and refines techniques in a particular mode of aesthetic expression.	• Develops a personalized style of expression to create an individual work.
• Develops a personalized style of expression to create an individual work.	• Selects a universal theme and develops it into a work of art.
• Explains how the creator's use of elements in different works contributes to one's enjoyment.	• Explains how the creator's handling of elements contributes to the aesthetic quality of the work.
• Explains how the creator's handling of elements contributes to the aesthetic quality of the work.	• Describes the ways in which a creator evokes a desired response in the consumer.
• Evaluates one's own works based on a given set of criteria.	• Compares artistic styles and techniques and explains the inter-relationships of the design elements used.
• Analyzes the ways in which a creator evokes a desired response in the consumer.	• Identifies the contributions of one famous artist of the past within the context of the artist's period.
• Critiques the works of others based on a given set of criteria.	• Compares and contrasts the use of various modes of expression and the elements therein by different creators to evoke a similar response.
	• Makes independent discriminating judgments about creative works.
• Identifies creative works reflecting one's ethnic heritage.	
• Describes the artistic contributions made by artists of different ethnic cultures.	
• Describes the historical, cultural and environmental factors which influence the works of artists, including artists of Hawaii.	• Describes the aesthetic contributions of famous artists within the context of an historical period.

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SECTION B

- Performance expectations for each grade
  3, 6, 8, 10 and 12) by Foundation Program
  Objectives and by clusters.

GRADE 3

FOUNDATION PROGRAM OBJECTIVE I: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS

- Responds to simple oral directions.
- Uses language appropriately in communicating an idea, experience, or information.
- Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
- Uses appropriate vocabulary in describing people, places, objects, and actions.
- Gives and responds to oral directions and descriptions in one-to-one interactions.

- Reads and orally paraphrases a short paragraph from a variety of materials used by the student.
- Reads a paragraph from a variety of materials used by the student and tells the relevant details.
- Reads a paragraph from a variety of materials and identifies the central idea and supporting ideas.

- Writes a short paragraph on a topic with adequate punctuation.
- Writes a short paragraph on a topic with adequate punctuation and capitalization.
- Writes a personal letter for a specific purpose demonstrating adequate letter form, spelling, capitalization, and punctuation.

- Uses whole numbers and commonly used fractions (e.g., ¼, ½) to communicate physical quantities (How many, how much, etc.).
- Adds and subtracts 3-digit numbers with regrouping (carrying and borrowing).
- Recalls multiplication and division facts through products of 81.
- Multiplies 2-digit numbers by 1-digit numbers without regrouping.
- Estimates measurements and does arithmetic mentally.
- Multiplies and divides 2-digit numbers by 1-digit numbers.

- Measures, reads and compares lengths, temperatures, masses, capacity, times of events, and quantities of money.

- Identifies and compares plane and solid geometric figures in the environment.
- Sorts plane and solid geometric figures according to their observed properties.
- Identifies, names, and draws various plane and solid geometric figures.

FOUNDATION PROGRAM OBJECTIVE II: DEVELOP POSITIVE SELF-CONCEPT

- Describes what makes one feel good about self.
- Describes personal characteristics that others feel good about.
- Describes self in terms of one's abilities in physical activities, academic work and social relationships.
- Describes personal behaviors which need to be changed or improved upon and develops possible ways to change them.

- Describes what one likes to do with friends and family.
- Gives examples of behaviors that illustrate respect for self and others.
- Explains how people can help each other feel good about themselves.
- Describes some of the ways in which people are alike and different.
- Demonstrates social behaviors which encourage acceptance by others.

FOUNDATION PROGRAM OBJECTIVE III: DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS

- Identifies a simple problem.
- Collects information needed to solve the problem.
- Determines relevant information and draws conclusions which solve the problem.
- Identifies possible alternatives for solving the problem.
- Makes inferences for each alternative and select a solution based on information collected.
- Checks reliability of conclusions derived.

FOUNDATION PROGRAM OBJECTIVE IV: DEVELOP INDEPENDENCE IN LEARNING

- Uses time effectively.
- Identifies elements of good study habits.
- Complets work with supervision.
- Completes work with minimum supervision.
- Initiates tasks and seeks help when needed.
- Initiates tasks and solves problems independently.

- Shows curiosity by asking questions.
- Asks questions to gather information.

- Selects a variety of materials for browsing independently.
- Selects and reads both simple fiction and non-fiction independently.
- Selects, reads, listens, or views appropriate materials independently.
- Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored information.
- Summarizes retrieved information according to a set purpose.

FOUNDATION PROGRAM OBJECTIVE V: DEVELOP PHYSICAL AND EMOTIONAL HEALTH

* Names and describes the functions of major body parts and organs.
* Performs basic body movements to keep the body fit.
* Explains how heredity and environment influence height and weight.
* Participates in physical fitness activities.
* Applies body movements to simple games and dances.
* Identifies different emotions and ways they are shown.
* Discovers that all living things come from other living things.
* Engages in appropriate physical activities to develop physical fitness.
* Identifies ways in which one grows over a given period of time.

* Follows safety precautions and rules.
* Identifies personal health practices[1], which contribute to physical and emotional health.
* Names different foods that are important to growth and health.
* Describes the role and responsibilities of individuals within the family and how each contributes to the physical and emotional health of other family members.

* Identifies some agencies which help to protect personal health and safety.
* Names familiar people or occupations which promote, protect, and maintain health.
* Identifies a few common sources of health information.
* Describes feeling well and some symptoms of physical and mental illness.
* Describes substances and ways they are used to modify emotions and behavior.
* Identifies ways tobacco, alcohol and other substances[2] are used to modify mood and behavior.

FOUNDATION PROGRAM OBJECTIVE VI: RECOGNIZE AND PURSUE CAREER DEVELOPMENT AS AN INTEGRAL PART OF THE STUDENT'S TOTAL GROWTH AND DEVELOPMENT

* Identifies subject matter which the student likes and in which one does well.
* Identifies various occupations which are of interest to the student.
* Describes how school subjects benefit the worker on the job.

* Describes how one might develop a desired personal trait.
* Identifies personal characteristics which one would like to acquire.
* Identifies personal characteristics of self and others.

* Compares job-related skills among various workers in the community.
* Describes various activities performed by people in the home, school, and community.
* Describes how some adults the student knows feel about working for a living.

* Describes how interpersonal skills contribute to achievement of group tasks.
* Describes the individual's responsibility to cooperate in group work in order to accomplish tasks.
* Describes one way in which an individual may contribute to the welfare of the group.
* Cites examples of how a student can contribute to classroom goals.
* Describes how home responsibilities can be divided and/or shared among family members.

FOUNDATION PROGRAM OBJECTIVE VII: DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS

* Identifies and describes the major roles and functions for each member of a family group.
* Describes the role of the family and explains its relationship to the larger community.
* Explains the need for order in any group situation.

* Respects authority while recognizing that rules have legitimate exceptions.
* Follows school and classroom rules.

* Listens and participates in class discussions.
* Listens and accepts opinions of others in group discussions.
* Describes and accepts ways in which people are alike and different.

FOUNDATION PROGRAM OBJECTIVE VIII: DEVELOP CREATIVE POTENTIAL AND AESTHETIC SENSITIVITY

* Experiments with materials, tools, techniques, or modes of expression to express ideas, feelings and experiences.
* Performs or produces creative works in various modes of expression.
* Produces simple creative works to depict specific feelings and emotions.
* Interprets works of art through oral, written, visual or musical modes.

* Responds to creative works and identifies characteristics that are pleasing to the senses.
* Describes one's own likes and dislikes about creative works.
* Describes the need for beauty in one's environment.
* Identifies the major creative forms used to evoke thoughts and feelings.
* Explains feelings evoked by the artistic creations of people and the natural environment.

[1] Personal Health Practices: Cleanliness, diet, rest/ sleep, activity, oral/dental hygiene.

[2] Substance—May be prescribed or over-the-counter drugs, illegal drugs, tobacco, alcohol (a drug), tea and coffee, candy, ice cream, etc.

[3] Creative forms: visual arts, music, dance, drama, literature

GRADE 6

FOUNDATION PROGRAM OBJECTIVE 1: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS

* Gives and responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
* Contributes to the completion of a prescribed group task through the use of oral discussion.
* Adapts speech to informal and formal situations within the experiences of the student.
* Identifies a problem through the use of discussion and questioning techniques.
* Uses appropriate information in solving a problem in group discussion.

* Reads an article or paragraph from a variety of materials used by the student and tells the relevant details in sequence.
* Reads a paragraph from a variety of materials used by the student describing a situation and its outcome, and selects the most probable cause of outcome.
* Reads and explains maps, charts, graphs, tables, and illustrations.
* Reads a news article from a local newspaper, relates the important details, and arrives at implications.

* Writes a paragraph on a given topic with adequate punctuation and capitalization.
* Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation.
* Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.

* Adds and subtracts whole numbers; multiplies any whole number by a 2-digit number; and divides any whole number by a 1-digit number.
* Adds and subtracts like-denominator fractions and commonly used decimals.
* Multiplies and divides decimals.
* Estimates measurements and does arithmetic mentally.
* Uses ratios to compare quantities and measurements of objects.
* Adds and subtracts commonly used fractions (mixed and common) with unlike denominators.
* Multiplies and divides mixed and common fractions.
* Solves simple ratio, proportion, and percent problems.

* Estimates and measures length, capacity, and mass (weight) of objects using standard units.
* Measures and computes measurements using the four basic operations.
* Explains the interrelationship of the metric units.

* Identifies, names, and draws various geometric figures.
* Classifies plane and solid geometric figures into various subsets using different specialized properties.
* Uses correct terminology in describing the properties of geometric figures.

* Makes graphs and tables to display and compare measurement data.
* Makes, reads, and interprets tables and commonly used schedules (e.g., class and bus schedules).

FOUNDATION PROGRAM OBJECTIVE II: DEVELOP POSITIVE SELF-CONCEPT

* Describes one's personality traits.
* Describes personal experiences that contribute to feelings of self-worth.
* Describes those behavioral characteristics which one believes would contribute most toward a positive feeling of self.

* Explains how the various members of the family influence how one feels about self.
* Describes the cultural practices which one's family values and how they affect feelings about self.
* Explains how peers can influence changes in one's behavior and feelings about self.
* Demonstrates increasing social skills in peer relationships.
* Relates one's personality traits to how one interacts with others.
* Explains how different social groups contribute to one's personal development.

FOUNDATION PROGRAM OBJECTIVE III: DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS

* Asks appropriate questions to identify and clarify a problem and determines the information needed to solve the problem.
* Gathers relevant information to solve the problem.
* Identifies possible alternatives based on information gathered.
* Makes inferences for each alternative and selects an alternative solution.
* Gathers information from various sources, analyzes and organizes the information.
* Arrives at the conclusion and checks its reliability.
* Interprets the organized information and draws simple generalizations.
* Applies the problem-solving process to an independent project.

FOUNDATION PROGRAM OBJECTIVE IV: DEVELOP INDEPENDENCE IN LEARNING

* Initiates tasks and seeks help when needed.
* Initiates tasks and solves problems independently.
* Applies study skills in the classroom and library.
* Appraises one's study habits to identify improvements needed.
* Identifies the requirements for success in school work (e.g. undertaking tasks independently or with minimum supervision, good study skills, efficient use of time)

* Asks questions to gather information (e.g. to explain phenomena).

* Selects and reads both simple fiction and non-fiction independently.
* Studies materials independently and applies knowledge learned to solve problems.
* Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
* Summarizes retrieved information according to a set purpose.

GRADE 6

FOUNDATION PROGRAM OBJECTIVE V: DEVELOP PHYSICAL AND EMOTIONAL HEALTH

- Describes the location and function of organs of the human body and their interdependency.
- Participates in various physical activities with emphasis on physical fitness.
- Describes ways people can handle emotions constructively.
- Describes the reproductive process and how life begins.
- Executes body movements efficiently in physical activities.
- Identifies the qualities of a physically fit individual.
- Describes stages of the life cycle from conception to death.
- Selects appropriate activities to raise own level of physical fitness.

- Describes reasons for maintaining personal health practices.[1]
- Describes possible hazards to safety and uses preventive approaches.
- Relates precautions to the prevention of accidents and injuries.
- Relates the effects of personal health practices to one's physical and emotional well-being.
- Identifies functions of the foundation food groups.
- Describes similarities and differences among families in diet patterns, values and relationship and how these influence the health of members.

- Identifies factors influencing community health activities.
- Cites examples of harm that can result from self-diagnosis, self-medication and unwise use of drugs and medicines.
- Names various methods by which disease can be prevented, controlled, or cured.
- Identifies the effects of disease on the functioning of the body systems.
- Describes some of the effects of substances[2] used by people to modify emotions and behavior.
- Describes the various effects and possible consequences of the use of substances[2] that modify emotions and behavior.
- Identifies reasons why some individuals become regular users of various substances[2] and others do not.

[1]Personal Health Practices: Cleanliness, diet, rest, sleep, activity, oral/dental hygiene.
[2]Substance—May be prescribed or over-the-counter drugs, illegal drugs, tobacco, alcohol (a drug), tea and coffee, candy, ice cream, etc.

FOUNDATION PROGRAM OBJECTIVE VI: RECOGNIZE AND PURSUE CAREER DEVELOPMENT AS AN INTEGRAL PART OF THE STUDENT'S TOTAL GROWTH AND DEVELOPMENT
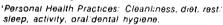
- Identifies various occupations which are of interest to the student.
- Describes how the student's interests relate to a broad occupational field.

- Lists ways in which one might strengthen an identified personal weakness.
- Describes a personal strength and a personal weakness.
- Takes steps to overcome an identified personal weakness.
- Describes the differences between the student and a classmate in each of the following areas: interests, abilities and achievements.

- Describes types of workers in the community or school.
- Identifies jobs that have common characteristics and names those characteristics.
- Names and describes an occupation which is product-oriented and one which is service-oriented.
- Identifies occupational fields which relate to products and those which relate to services.
- Identifies skills related to a specific occupation.
- Identifies some of the values which relate to participation in a particular task.

- Describes the individual's responsibility in group work to accomplish tasks.
- Identifies ways in which individual contributions benefit the group.
- Identifies personal values which motivate participation in group activities.

FOUNDATION PROGRAM OBJECTIVE VII: DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS

- Describes the organization and structure of the school.
- Describes the basic organizational structure of the local, state, and federal levels of government.
- Explains the major functions and responsibilities of the local, state, and federal levels of government.

- Respects authority while recognizing that rules have legitimate exceptions.
- Listens and accepts opinions of others in group discussions.
- Explains a viewpoint other than one's own.
- Explains the relationship between rules of conduct and one's responsibility to self and others.
- Describes ways in which cultural differences may be appreciated.

FOUNDATION PROGRAM OBJECTIVE VIII: DEVELOP CREATIVE POTENTIAL AND AESTHETIC SENSITIVITY

- Performs or produces a creative work using concepts of design or elements of structure.
- Products simple creative works using appropriate media to depict feelings, ideas or experiences.
- Interprets works of art through oral, written, visual or musical modes.
- Organizes and expresses ideas into an original composition.
- Identifies the elements which contribute to one's enjoyment of the natural environment and artistic creations of people.
- Identifies the major creative forms used to evoke thoughts and feelings.
- Explains how the creator's use of basic elements in different works contributes to one's enjoyment.
- Analyzes creative works based on concepts of design.

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GRADE 8

FOUNDATION PROGRAM OBJECTIVE I: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS

- Adapts speech to informal and formal situations within the experiences of the student.
- Uses oral communication skills appropriate to the intended purpose and audience in a small group situation.
- Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message.
- Uses appropriate information in solving a problem in group discussions.
- Organizes, analyzes, and interprets information in solving a problem in group situations.

- Reads and explains simple maps, graphs, tables, and illustrations.
- Reads a paragraph from a variety of materials used by the student describing a situation and its outcome, and selects the most probable cause of the outcome.
- Reads a news article from the local newspaper, identifies the central idea, and documents it with supporting details.
- Reads an article or part of a text such as social studies, literature, and science and formulates a hypothesis, assumption, or conclusion.

- Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation.
- Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.
- Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.

- Uses ratios to compare quantities and characteristics of physical objects.
- Adds, subtracts, multiplies and divides decimals.
- Adds, subtracts, multiplies, and divides fractions and integers.
- Solves ratio, proportion, and percent problems.
- Uses algebraic techniques and describes their relationship to the properties of the real numbers.

- Computes measurements using the four basic operations and converts among units.
- Describes and explains possible uses and misuses of basic statistical measurements.
- Computes measurements of various common plane and solid geometric figures.

- Classifies plane and solid geometric figures into various subsets using different specialized properties.
- Uses correct terminology in describing the properties of geometric figures.
- Explains relationships of the parts of a geometric figure and relationships among geometric figures.

- Makes, reads and interprets tables and commonly used schedules (e.g., class and bus schedules).

FOUNDATION PROGRAM OBJECTIVE II: DEVELOP POSITIVE SELF-CONCEPT

- Identifies physical features, personality traits, values and attitudes that make one different from others
- Identifies one's strengths and weaknesses and explains how these interrelate to make one unique.
- Describes ways of using criticisms and failures positively for self-improvement and growth.
- Participates in activities that foster positive self-concept.

- Explains the causal relationship between one's behavior and how one is viewed by others.
- Evaluates how personal-social values affect development of one's personality.
- Identifies and describes personal-social values that are derived outside of family life and peers.
- Identifies the major forces in the community which influenced the development of one's personal-social values.
- Describes cultural practices of an ethnic group other than one's own and explains reasons for acceptance or non-acceptance.

FOUNDATION PROGRAM OBJECTIVE III: DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS

- Raises questions related to a problem based on information gathered from various sources.
- Organizes information and recognizes some simple quantitative and qualitative patterns in the information.
- Uses relevant relationships to draw conclusions in a problem-solving situation.
- Checks correctness of conjectures and conclusions by organizing, analyzing, and evaluating information.
- Develops criteria for examining alternatives in solving a problem.
- States tentative generalizations as hypotheses to be tested.
- Evaluates the effectiveness of the processes and tools used in solving a problem.

FOUNDATION PROGRAM OBJECTIVE IV: DEVELOP INDEPENDENCE IN LEARNING

- Intitiates tasks and solves problems independently.
- Applies study skills in the classroom and library.
- Appraises one's study habits to identify improvements needed.

- Demonstrates personal strategies for experimenting and problem-solving in the performance of independent investigations.

- Studies materials independently and applies knowledge learned to solve problems.
- Uses a variety of sources (e.g. library and informed people, private and public agencies) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
- Identifies, locates and uses specialized reference materials and community resources.
- Summarizes retrieved information according to a set purpose.
- Identifies reasons for lifelong learning.

FOUNDATION PROGRAM OBJECTIVE V: DEVELOP PHYSICAL AND EMOTIONAL HEALTH

- Relates the influence of the reproductive systems to the growth and developmental changes that occur during adolescence.
- Integrates fundmental body movements with the new techniques required to perform specific physical activities.
- Describes stages of the life cycle from conception to death.
- Describes reasons why some adolescent health and behavior problems emerge as a result of physical, emotional and social changes.
- Plans programs of exercise to maintain physical fitness.

- Identifies social and psychological values influencing health and safety behavior.
- Relates the effects of personal health practices[1] to one's physical and emotional health.
- Analyzes various influences that affect one's diet.
- Describes the value of physical fitness to daily living.
- Describes economic, emotional and social impact of death on a family or an individual survivor.

- Identifies characteristics of a healthy community.
- Relates influences of urbanization and socialization to the changing patterns of the health of a community.
- Describes the relationship between the consumer and provider in the solution of health care problems.
- Describes various medical, dental and health-related specialists and their role in health services.
- Describes some infectious and chronic diseases and the effects on the human body.
- Identifies reasons why some individuals become regular users of various substances[2] and others do not.
- Describes the various effects and possible consequences of the use and abuse of substances that modify mood and behavior.
- Analyzes the influences of such variables as emotions and values on the use of substances and personal health practices.
- Describes actions to be taken in the event of accidents.

[1]Personal Health Practices: Cleanliness, diet, rest/sleep, activity, oral/dental hygiene.
[2]Substance: May be prescribed or over-the-counter drugs, illegal drugs, tobacco, alcohol (a drug), tea and coffee, candy, ice cream, etc.

GRADE 8

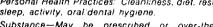| FOUNDATION PROGRAM OBJECTIVE VI: RECOGNIZE AND PURSUE CAREER DEVELOPMENT AS AN INTEGRAL PART OF THE STUDENT'S TOTAL GROWTH AND DEVELOPMENT	FOUNDATION PROGRAM OBJECTIVE VII: DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS	FOUNDATION PROGRAM OBJECTIVE VIII: DEVELOP CREATIVE POTENTIAL AND AESTHETIC SENSITIVITY
• Identifies and explores several career choices. • Identifies places where people may receive education or training beyond high school. • Describes the minimum level of education and employability skills needed in selected occupations. • Formulates a tentative educational and career plan. • Describes education, job training, and work experience needed to prepare for a preferred occupation. • Names related jobs and describes similarities in terms of skills needed. • Identifies sources of information available on occupations.	• Describes the basic governmental structures and responsibilities at the local, state, and federal levels. • Describes the lawmaking processes at the local, state, and federal levels. • Compares and contrasts the major roles among the local, state, and federal levels of government.	• Performs or produces simple creative works using appropriate media to depict feelings, ideas or experiences. • Organizes and expresses ideas into an original composition. • Creates original work based on concepts of design in one or more modes of expression.
• Identifies personal goals to be considered in planning a career. • Formulates a plan to strengthen personal weaknesses identified by self. • Analyzes past achievements in relation to possible career choice. • Identifies and describes personal characteristics of workers in a career selected for exploration.	• Identifies and defines the major ways in which people organize themselves in American society today. • Identifies federal or state laws designed to protect people and the environment and discusses their effectiveness. • Describes how and why people organize to satisfy basic social needs. • Describes the inter-relationship of the social, political, and economic structures and environments of different societies.	• Identifies the major creative forms used to evoke thoughts and feelings. • Identifies specific works of art in a mode of expression. • Describes the contribution of particular elements to the total effect of a work. • Explains how the creator's use of elements in different works contributes to one's enjoyment. • Identifies specific works of art in several modes of expression. • Analyzes creative works based on concepts of design. • Explains how the creator's handling of elements contributes to the aesthetic quality of the work. • Evaluates one's own work based on a given set of criteria.
• Describes values as they relate to occupations, work situations and behavior. • Describes the role of values in the management of personal resources to achieve life goals.	• Identifies similarities and/or differences among social, cultural and ethnic groups. • Explains why American social values change.	
• Describes some contributions which a specific occupation makes to the improvement of society. • Identifies contributions of community workers and classifies them into the following categories: working with things, working with data, and working with people. • Demonstrates knowledge of rights, privileges, and responsibilities of a job. • Explains how participation in civic groups contributes to attainment of individual goals and to the improvement of society.	• Cites examples of negative and positive ways human beings can change the environment. • Explains how one's personal values influence the kinds of social activities one engages in. • Cooperates with others to attain common objectives.	• Describes the artistic contributions of artists, including artists of Hawaii.

GRADE 10

FOUNDATION PROGRAM OBJECTIVE I: DEVELOP BASIC SKILLS FOR LEARNING AND EFFECTIVE COMMUNICATION WITH OTHERS

- Uses oral communication skills appropriate to the intended purpose and audience in a small group situation.
- Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message.
- Gives a talk for a specific purpose and audience, using appropriate style, organizational form, supporting details, and non-verbal modes.
- Uses appropriate information in solving a problem in group discussion.
- Organizes, analyzes, and interprets information in solving a problem in group situations.
- Identifies alternative strategies for solving a problem and arrives at a solution through group interaction and consensus.

- Reads a news or sports article from a newspaper and chooses a title or heading appropriate to the article.
- Reads several related articles and generalizes one idea which is common to all.
- Reads an article or part of a subject area text and analyzes points of view, purposes, and biases.

- Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.
- Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.
- Writes a composition for a specific purpose and audience using the resources of language (words, sentence patterns, organizational form, and style) with emphasis on exposition.

- Adds, subtracts, multiplies and divides fractions and integers.
- Uses algebraic techniques and describes their relationship to the properties of the real numbers.

- Computes measurements of common plane and solid geometric figures.
- Describes and explains uses and misuses of basic statistical measurements.
- Calculates and interprets statistical measurements from a set of data.
- Calculates measures of dispersion and correlation of data.

- Uses correct terminology in describing the properties of geometric figures.
- Explains relationships of the parts of a geometric figure and among geometric figures.
- Describes ways that geometric properties and relationships are organized in a deductive system.

- Makes graphs and tables to display and compare measurement data.
- Graphs and analyzes polynomial, rational, exponential, and logarithmic functions, and solves corresponding equations and inequalities.

FOUNDATION PROGRAM OBJECTIVE II: DEVELOP POSITIVE SELF-CONCEPT

- Uses the process and skills of self-appraisal.
- Describes life styles which may be incorporated in one's life goals.

- Identifies those cultural practices which one's community values.
- Describes how social change affects development of personal values.
- Demonstrates personal behavior that recognizes "human worth and dignity" in relating to others.
- Demonstrates social skills with members of the opposite sex and various youth groups.
- Extends one's interests, experiences and relationships outside the immediate social group.

FOUNDATION PROGRAM OBJECTIVE III: DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS

- Identifies and clarifies a problem and develops criteria for examining alternatives in solving the problem.
- Gathers information from various sources and analyzes and organizes the information to facilitate the formulation of alternatives.
- Formulates hypotheses about a problem based on available information.
- Applies the criteria established to select an alternative.
- Evaluates the alternative selected for its effectiveness.
- Draws conclusions or generalizations based on the alternatives or hypotheses and related information.
- Validates and reports the conclusions and modifications, if any.

FOUNDATION PROGRAM OBJECTIVE IV: DEVELOP INDEPENDENCE IN LEARNING

- Applies study skills in the classroom and library.

- Demonstrates personal strategies for experimenting and problem-solving in the performance of independent investigations.

- Studies materials independently and applies knowledge learned to solve problems.
- Identifies, locates and uses specialized reference materials and community resources.
- Applies such criteria as scope, accuracy, authority and recency in selecting specialized reference materials.
- Uses research techniques and a variety of resources to complete a report or project.

- Identifies, selects, and pursues activities according to personal educational plans.
- Describes the kinds of experiences one can pursue in lifelong learning.

GRADE 10

FOUNDATION PROGRAM OBJECTIVE V: DEVELOP PHYSICAL AND EMOTIONAL HEALTH

- Describes stages of development in the life cycle from conception to death.
- Selects and uses corrective measures as needed to improve physical fitness.
- Identifies the health-related responsibilities accompanying the pre-adult phase of maturation.

- Analyzes personal health status and demonstrates ways to improve it.
- Relates the effects of personal health practices[1] to one's physical and emotional health.
- Demonstrates safety procedures and practices.
- Explores a variety of lifetime recreational sports activities.[2]
- Seeks assistance to identify corrective measures to raise level of physical fitness.
- Analyzes the influence of such variables as emotions and values on one's diet, the use of substances[3], and participation in risk-taking activities.
- Describes economic, emotional and social impact of death on a family or an individual survivor.
- Relates the contribution of good health practices to physical, emotional, mental and social well-being of individuals and families.
- Describes forces that encourage good personal health practices and those that act as deterrents.
- Evaluates and selects appropriate lifetime recreational sports activities to meet own needs, interests and abilities.

- Locates community resources related to health, child care, family planning and social services.
- Describes a community health agency with which a student is personally familiar.
- Analyzes the influences of such variables as emotions and values on the use of health information, products, and services.
- Relates own interest and skills to a health or health-related career.
- Explains means of preventing, curing or controlling diseases and conditions.
- Applies established procedures to health and safety problems and emergencies.
- Distinguishes between beneficial use and abuse of substances.
- Translates knowledge about effects of substances into predictions about behavior of those who use these substances under different circumstances.

FOUNDATION PROGRAM OBJECTIVE VI: RECOGNIZE AND PURSUE CAREER DEVELOPMENT AS AN INTEGRAL PART OF THE STUDENT'S TOTAL GROWTH AND DEVELOPMENT

- Formulates a tentative educational plan for a given occupational field or preferred vocation.
- Identifies an occupation which matches the student's interests, capabilities, and aptitudes and identifies subject matter related to the choice.
- Identifies educational or training requirements for several occupations which the student finds interesting.
- Describes an occupational cluster in which the student has interest, aptitude and ability.
- Identifies sources of information available on occupations.
- Describes sources of employment information and procedures for seeking a job.
- Describes different educational and training opportunities after completing high school.
- Identifies local and national employment opportunities.

- Analyzes interests, abilities, and personal achievements in selecting occupations to explore.
- Describes positive personality traits and attitudes which meet employer expectations.
- Gives reasons for tentative career choices based on identified personal interests and aptitudes.
- Describes ways in which one's career choice affects one's life style.
- Relates own interests, aptitudes and abilities to tentative career choices.

- Describes the values of work to society.

- Describes contributions that workers make to society.
- Describes how punctuality and dependability affect the work of others in an occupational setting.
- Describes some contributions which an occupational cluster makes to society.
- Describes the inter-relationship of career activities to community welfare.

- Performs entry-level job tasks in an occupation.
- Demonstrates job-seeking and job-getting skills.
- Seeks work experience through voluntary activities or paid employment.

FOUNDATION PROGRAM OBJECTIVE VII: DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS

- Describes the lawmaking processes at the local, state and federal levels.
- Identifies federal or state laws designed to protect people and the environment and discusses their effectiveness.
- Explains basic rights and responsibilities in American society in terms of due process of law.
- Identifies the basic rights and responsibilities expressed in the U.S. Constitution.
- Identifies basic human needs and how various societies provide for satisfying such needs.
- Predicts the effects social, political and economic changes could have on the environment.
- Participates in a group that is working to solve environmental problems.

- Identifies and describes environmental factors which influence beliefs of different cultures.
- Explains how one's perspective has been broadened through the study of a new language and its culture.

- Cites examples of negative and positive ways human beings can change the environment.
- Cooperates with others to attain common objectives.
- Demonstrates increasing sense of social responsibility by participating in service projects and causes that affect individual and social welfare.
- Participates in a group that is working to solve environmental problems.

FOUNDATION PROGRAM OBJECTIVE VIII: DEVELOP CREATIVE POTENTIAL AND AESTHETIC SENSITIVITY

- Selects a mode of expression and performs or produces an original work in that mode.
- Creates original work based on concepts of design in one or more modes of expression.
- Develops and refines techniques in a particular mode of aesthetic expression.
- Develops a personalized style of expression to create an individual work.

- Explains how the creator's use of elements in different works contributes to one's enjoyment.
- Explains how the creator's handling of elements contributes to the aesthetic quality of the work.
- Evalutes one's own works based on a given set of criteria.
- Analyzes the ways in which a creator evokes a desired response in the consumer.
- Critiques the works of others based on a given set of criteria.

- Identifies creative works reflecting one's ethnic heritage.
- Describes the artistic contributions made by artists of different ethnic cultures.
- Describes the historical, cultural and environmental factors which influence the works of artists, including artists of Hawaii.

GRADE 12

- Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message
- Assumes various roles and responsibilities in group interaction
- Gives a talk for a specific purpose and audience, using appropriate style, organizational form, supporting details and non-verbal modes.
- Selects and uses appropriate diction, style, organization, details and modes, including non-verbal communication, in achieving a specific purpose through group interaction.
- Organizes, analyzes, and interprets information in solving a problem in group situations.
- Identifies alternative strategies for solving a problem and arrives at a solution through group interaction and consensus.
- Uses problem-solving procedures and techniques in group situations to arrive at solutions to a problem requiring research.

- Reads several related articles and generalizes one idea which is common to all.
- Reads an article from a weekly news magazine such as *Time* or *Newsweek* and analyzes points of view, purposes, and biases.
- Reads materials and judges accuracy of information and detects any fallacies in reasoning.

- Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.
- Writes a composition for a specific purpose and audience using the resources of language (words, sentence patterns, organizational form and style) with emphasis on exposition.
- Writes a persuasive composition for a specific purpose and audience using relevant details to support a thesis.
- Writes a paper demonstrating the appropriate use of research techniques and the conventions of writing a research paper.

- Uses algebraic techniques and describes their relationship to the properties of the real numbers.

- Calculates and interprets basic statistical measurements from a set of data.
- Calculates measures of dispersion and correlation of data.

- Explains relationship of the parts of a geometric figure and among geometric figures.
- Describes ways that geometric properties and relationships are organized in a deductive system.
- Organizes geometric properties and relationships into deductive systems.

- Uses concepts from trigonometry and analysis to graph equations and inequalities.

- Identifies the major factors which influence the development of one's personality (e.g., culture, family and early experience)
- Describes the life style one may desire in the future.
- Identifies and analyzes those factors (e.g., age, sex, expectations of self, peers, school, family, citizens of a state and nation) which may influence personal roles in the future.
- Identifies and explains how social values held by peers were developed and accepted.

- Identifies a personal-social value and explains how it influences one's relationship with others.
- Adapts and applies social skills in relationships with individuals of various ethnic, cultural, age, socio-economic and interest groups.
- Relates to parents and other adults on a mature basis.

- Analyzes available information to identify issues and identifies a problem or problems based on the issues.
- Uses reliable sources of information and appropriate means to identify alternatives.
- Evaluates alternatives for their effectiveness based on identified criteria.
- Predicts consequences of alternative decisions and actions in a problem-solving situation.
- Draws conclusions or generalizations based on alternatives of tested hypotheses and related data.
- Checks reliability of and reports on conclusions and/or modifications to conclusions.
- Applies the problem-solving process to an independently selected research question.

- Demonstrates personal strategies for experimenting and problem-solving in the performance of independent investigations.

- Identifies, locates and uses specialized reference materials and community resources.
- Applies such criteria as scope, accuracy, authority and recency in selecting specialized reference materials.
- Uses research techniques and a variety of resources to complete a report or a project.
- Locates and uses resources to complete a research project requiring in-depth use of research methodology.

- Explores the kinds of experiences one can pursue in lifelong learning.
- Initiates a planned program of continuing education to further vocational, avocational, personal and social development.

GRADE 12

FOUNDATION PROGRAM OBJECTIVE V:
DEVELOP PHYSICAL AND EMOTIONAL HEALTH

- Describes economic, emotional and social impact of critical streses in life such as death or divorce, or loss of a job
- Identifies and describes emotional and social characteristics improved by participating in lifetime recreational sports activities.
- Uses skills and knowledge gained in preparing self for participation in lifetime recreational sports activities.

- Relates the contribution of good personal health practices[2] to physical, emotional, mental and social well-being of individuals and families
- Analyzes contributions made by the family to the development of young children.
- Develops a plan for meeting possible stresses of marriage and family living.
- Describes forces that encourage good personal health and dietary practices and those that act as deterrents.
- Plans nutritious meals for self and others.
- Includes safety considerations when planning a personalized program for the maintenance of physical well-being
- Knows own movement capabilities and follows a program of activities to attain physical fitness.

- Uses health and social services available to teenagers when needed to maintain well-being.

FOUNDATION PROGRAM OBJECTIVE VI:
RECOGNIZE AND PURSUE CAREER DEVELOPMENT AS AN INTEGRAL PART OF THE STUDENT'S TOTAL GROWTH AND DEVELOPMENT

- Completes a career development plan for post-secondary education or employment in relation to one's qualifications, interests and aptitude and existing opportunities
- Recognizes that job opportunities and requirements change with time and economic conditions.
- Describes sources of employment information and procedures for seeking a job.
- Describes the benefits and limitations of one's tentative career choice.
- Identifies local and national employment opportunities and future trends.
- Relates employment opportunities to plans and strategies for pursuing post-secondary education or employment.

- Relates own interests, aptitudes and abilities to tentative career choices.
- Relates abilities, aptitude and other personal resources to the requirements for preferred occupations.
- Describes ways of maintaining economic self-sufficiency in order to be responsible to self.
- Describes how an occupation contributes to an individual's positive self-concept.
- Gives personal reason for the selection of an occupation to pursue.

- Describes relationship of career decisions to life styles.
- Explains the dignity and worth of tentative career choice.
- Describes ways of adjusting career goals to cope with changing personal interests and development, and economic trends.
- Describes implications of career choices to personal and family life styles.
- Describes the economic implications of career decisions.

- Explains how one's service as a worker contributes to community welfare.
- Describes positive ways of relating to others in a work situation.
- Describes ways in which a productive individual contributes to the welfare of others.

- Demonstrates appropriate entry-level skills for post-secondary education or employment.
- Demonstrates job-seeking and job-getting skills.
- Seeks work experience through voluntary activities or paid employment.
- Performs entry-level job tasks in an occupational cluster.

FOUNDATION PROGRAM OBJECTIVE VII:
DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS

- Describes one's role in the American election process.
- Analyzes a problem of violation of human rights guaranteed by the U.S. Bill of Rights or denial of due process of law.
- Analyzes the concept of human rights (Universal Declaration of Human Rights) and describes its status in the world today.

- Predicts probable legislation based on the outcomes of an election.

- Recognizes how the values and traditions of a country are often reflected in its language.
- Identifies values associated with current issues and participates in projects related to the issues.

FOUNDATION PROGRAM OBJECTIVE VIII:
DEVELOP CREATIVE POTENTIAL AND AESTHETIC SENSITIVITY

- Creates an original work based on concepts of design in one or more modes of expression.
- Develops and refines techniques in a particular mode of aesthetic expression.
- Develops a personalized style of expression to create an individual work.
- Selects a universal theme and develops it into a work of art.

- Explains how the creator's handling of elements contributes to the aesthetic quality of the work.
- Describes the ways in which a creator evokes a desired response in the consumer.
- Compares artistic styles and techniques and explains the interrelationships of the design elements used.
- Identifies the contributions of one famous artist of the past within the context of the artist's period.
- Compares and contrasts the use of various modes of expression and the elements therein by different creators to evoke a similar response.
- Makes independent discriminating judgments about creative works.

- Describes the aesthetic contributions of famous artists within the context of an historical period.

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[1] Lifetime recreational sport activities: archery, bowling, swimming, table tennis, etc.

[2] Personal Health Practices: Cleanliness, diet, rest/sleep, activity, oral/dental hygiene.

PART II

STUDENT PERFORMANCE EXPECTATIONS ACCORDING TO INSTRUCTIONAL AREAS, GRADES AND CLUSTERS

Part II provides teachers with additional assistance in instructing toward the Foundation Program Objectives. It contains performance expectations for grades 3, 6, 8, 10 and 12 by clusters covering twenty-one instructional areas. For the most part, these are arranged in alphabetical order. These performance expectations are the more basic competencies expected of learners in each instructional area. The focus in developing performance expectations was the identification of major learner outcomes in relation to the Foundation Program Objectives.

Because the instructional areas are expected to contribute to some degree toward the achievement of all Foundation Program Objectives, the performance expectations in this section are intended to supplement the performance expectations in Part I, in order to provide for individual differences of learners.

Unlike the elementary level, which is organized by grades, instructional delivery at the secondary level, for the most part, is by courses, rather than by grades. Consequently, the performance expectations are not always specified by the assigned grades (8, 10, 12). Instead, performance expectations are specified for required courses and electives or, if the courses have been developed sequentially, for the first year, second year, and third year students.

AGRICULTURE

FIRST YEAR	SECOND YEAR
• Demonstrates knowledge of general state and federal health and safety regulations and standards pertinent to agriculture.	• Recognizes safety and applies safety procedures in the shop and field.
• Demonstrates safe use and proper safety maintenance of agricultural instruments, tools, equipment, and chemicals.	• Describes how space allocation, lighting, ventilation, traffic flow, placement of equipment and other general physical conditions of work area affect the health and safety of the worker.
• Analyzes safety hazards and applies safety procedures in the shop and field.	• Describes and applies safety procedures in using hand tools; operating shop and field equipment; and using chemicals in agriculture.
• Meets safety requirements for the use of agricultural tools and equipment.	

• Obtains information about occupational opportunities in agricultural occupations.

• Identifies several agricultural occupations and gives training requirements in each.

• Plans both short and long-term goals in an agricultural career ladder.

• Lists principles of design which relate to ornamental horticulture.

• Uses principles of design in planning and in landscaping tasks.

• Identifies the principles of design in ornamental horticulture and applies those principles in planning and executing job tasks.

• Applies basic math and standard measurements to job tasks in agriculture.

• Performs entry-level job tasks in an agricultural occupation.

• Identifies the various agents adversely affecting plant and animal growth and explains the methods of control or treatment.

• Describes environmental conditions that affect plant and animal growth.

(Second year column continued:)

• Lists the training required for employment or for post secondary training in an agricultural occupational area.

• Describes personal qualities which contribute to one's selected occupational field in agriculture.

• Plans both short and long term goals in an agricultural career ladder.

• Identifies agencies and other means for seeking employment or further training in agricultural occupations.

• Describes educational requirements, main job task and employment prospects for an occupational field in agriculture.

• Recognizes how reading and computational skills contribute to effectiveness in one's chosen occupational field in agriculture.

• Demonstrates how raw materials in agriculture can be used to create ornamental products.

• Identifies jobs in agriculture that offer opportunities for creative and aesthetic expression.

• Identifies the principles of design in ornamental horticulture and applies those principles in planning and executing job tasks.

• Performs entry-level job task in an agricultural occupation.

• Performs entry-level tasks within several related job families in agriculture.

• Performs entry-level job tasks in several technical level occupations in agriculture.

• Identifies various means of food processing and states how they prolong the shelf life of a product.

• Uses research findings from various sources to help solve agricultural problems.

• Explains management practices related to productive agricultural enterprises.

• Formulates a financial plan to start, maintain, and expand a productive agricultural enterprise.

• Explains how air pollutants affect crop and animal production.

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ASIAN, EUROPEAN AND PACIFIC LANGUAGES

FIRST YEAR	SECOND YEAR	THIRD YEAR
• Discusses some ways in which cultural differences (e.g. proximity of speakers) play important roles in verbal communication.	• Relates how similarities among cultures are partly caused by the increasing ease of communication and travel.	• Demonstrates an awareness of notable events, conditions, and ideas which have influenced language and its culture.
• Explains how knowledge of a new language enhances the potential for new experiences.	• Explains how one's own perspective has been broadened through the study of a new language and the culture associated with it.	• Discusses some of the major personalities who have influenced the history of the country(ies) where the new language is spoken.
• Explains how cultural value differences can be understood through the study of a new language.	• Compares the culture of the country(ies) where the new language is spoken with one's own.	• Recognizes how the values and traditions of a country are often reflected in its language.
• Discusses the role a new language plays in meeting societies needs for communication among countries and cultures.	• Discusses ways in which types of art forms vary among cultures.	• Identifies, selects, and uses alternative solutions to interpersonal conflicts which might arise from cultural differences.
• Participates in aesthetic expressions of the new culture, such as dancing, singing, and cooking.	• Explains the way in which the art forms of a culture reflect its values, customs, and environment.	• Demonstrates the understanding that the art forms of a culture reflect its values, history, and environment.
• Identifies selected art forms that are representative to the new culture.	• Identifies selected art forms that are representative to the new culture.	• Uses the aesthetic expressions of the new culture (such as music, art, performing arts, literature, cooking, and architecture) for one's own enrichment.
• Discusses some aesthetic contributions of the culture and the new language to American life.	• Demonstrates an understanding that the art forms of a culture reflect its values, history, and environment.	• Demonstrates an aesthetic aspect of the new culture through art dance, dramas, etc.
		• Identifies some major writers and works in the new language and comments on their influence upon the language and the culture.
• Reads aloud written material in the new language to enjoy its rhythm, tone, and sound.	• Reads and comprehends cultural information written in the basic vocabulary of the new language.	
• Reads, with general comprehension, simple selections in the new language.	• Reads, with general comprehension, literary selections in the new language.	
	• Reads aloud written material in the new language to enjoy its rhythm, tone, and sound.	• Reads aloud written material in the new language to enjoy its rhythm, tone, and sound.
• Writes basic sentences in the new language.	• Creates an original paragraph in the new language.	• Reads, with general comprehension, simple literary selections in the new language.
	• Reads simple stories and poetry in the new language which evoke personal aesthetic pleasure.	• Reads simple stories and poetry in the new language which evoke personal aesthetic pleasure.
• Exchanges amenities with a speaker of the new language.		
• Demonstrates sensitivity towards the needs of a speaker of the new language by responding to verbal and non-verbal cues.	• Corresponds with a speaker of the new language.	• Corresponds with a speaker of the new language.
• Communicates with a speaker of the new language using basic vocabulary including numbers and measurement.		• Creates an original composition in the new language.
	• Demonstrates sensitivity towards the needs of a speaker of the new language by responding to verbal and non-verbal cues.	• Communicate with a speaker of the new language using basic vocabulary including numbers, measurement, and money.
	• Communicates with a speaker of the new lanuage using basic vocabulary including numbers, measurement, and money.	• Uses insights gained through the study of the new language to enhance interaction with people who speak that language.
	• Converses in the new language in a familiar situation.	• Converses in the new language in a familiar situation.
	• Identifies stories, poetry, and music of the new language and culture which evoke personal aesthetic pleasure.	• Uses the new language for personal enjoyment.
		• Listens to selected literary art forms in the new language.

Grade 3	Grade 6	Grade 8
• Participates in art modes of one's choice. • Shares one's art achievements with family members and others. • Makes positive comments about art works of others. • Demonstrates confidence by producing art works using two or more modes of expression.[1] • Participates in various modes of expression.[1] • Shows respect for art works created by others.	• Demonstrates pride in works of art one has created. • Commends others for works of art produced. • Accepts constructive criticisms of own works of art. • Participates in various modes of expression.[1] • Shows respect for art works created by others. • Explores and experiments with new modes of expression.[1] • Shares ideas and discoveries in art with others.	• Participates in various modes of expression.[1] • Shares ways to improve skills in producing works of art. • Selects modes of expression[1] for further independent exploration. • Shares accomplishments in art with peers. • Shares new ways to explore selected modes of expression.[1] • Strives for improvement in the production of art works.
• Experiments with materials, tools, and techniques. • Produces works of art in various modes of expression.[1] • Produces works of art using concepts of design[2] to depict specific feelings and emotions.	• Uses concepts of design[2] to convey specific feelings and emotions when producing works of art in a mode of expression.[1] • Uses appropriate materials to affect sensory qualities[3] when producing works of art. • Organizes and expresses ideas into an original design composition.	• Uses various modes of expression[1] to express ideas and feelings. • Organizes and expresses ideas into an original design composition. • Uses art principles[4] in producing works of art in many modes of expression.[1] • Discusses how a variety of materials can stimulate the senses.
• Describes one's own likes and dislikes about works of art. • Explains feelings evoked by man-made artistic creations and nature. • Identifies characteristics in art objects that are pleasing to the senses.	• Identifies works of art and describes one's own likes and dislikes about them. • Identifies works of art which have qualities pleasing to the senses. • Makes judgments about works of art based on concepts of design.[2]	• Makes judgments about works of art based on concepts of design.[2] • Makes discriminating judgments about own works of art in various modes of expression.[1] • Evaluates one's own works of art based on a given set of criteria. • Identifies specific works in several modes of expression[1] created by Hawaii's artists. • Describes the artistic contributions of Hawaii's artists.

ART

- Applies suggestions to improve skills n various modes of expression.'
- Accepts constructive criticisms on own works of art.
- Identifies and applies ways to improve art skills in various modes of expression.'
- Initiates efforts to better art skills and techniques in a mode of expression' needing improvement.
- Elicits and accepts criticisms to improve own works of art.

- Expresses own feelings and ideas through different modes of expression' and shares accomplishments with others.
- Selects a mode of expression' and produces a work of art in that mode.
- Uses art principles in producing works of art in many modes of expression.'
- Developes a personalized style of expression to create works of art.
- Discusses ways in which the natural environment can stimulate the senses when producing works of art.

- Makes discriminating judgments about own works of art in various modes of expression.'
- Evaluates one's own work of art based on a given set of criteria.
- Critiques the art works of others based on a given set of criteria.
- Describes the artistic contributions made by artists of different ethnic cultures in Hawaii.
- Identifies works of art reflecting one's ethnic culture.
- Describes the historical and cultural factors which influence the works of artists.

- Identifies and applies art skills and techniques in a selected mode of expression.'
- Provides constructive criticisms to others to improve the quality of their works of art.
- Refines art skills and techniques in a selected mode of expression.'
- Establishes art goals and expectations related to various modes of expression' and takes steps to achieve them.
- Analyzes one's artistic capabilities.

- Executes works of art which reflect the skillful interplay of ideas and techniques.
- Develops and refines techniques in a particular mode of expression.'
- Combines art principles' and concepts of design' in creating works of art in a selected mode of expression.'
- Developes a personalized style of expression when creating works of art.
- Discusses ways of utilizing natural and man-made stimuli to create one's own works of art.
- Integrates one's ideas, feelings, beliefs, attitudes, skills and perceptions of the environment within works of art.

- Makes discriminating judgments about works of art created by others for school and community exhibits.
- Compares artistic styles and techniques and explains the inter-relationships of the design elements used.
- Makes independent discriminating judgments about works of art.
- Describes the contribution of famous artists within the context of the artists' period.
- Describes the historical and cultural factors which influenced the works of art by artists of the past.

'Modes of expression: drawing, painting, printmaking, ceramics, weaving
'Concepts of design: line, form shape, color, texture
'Sensory qualities: see, touch, hear, smell, taste
'Art principles: unity, balance, movement, emphasis, repetition

* Considers personal resources in arriving at decisions.
* Uses the decision-making process in selecting possible life goals.
* Uses information on labels and tags to compare price and quality.
* Identifies the purposes and functions of the consumer protection agencies.
* Explores alternatives for achieving life goals.
* Applies principles of management to basic practical arts activities or projects.
* Describes the responsibilities of producers in providing information to assist consumer decisions.

* Uses good health and grooming habits pertaining to safety in the laboratories.
* Uses knowledge of food groups and menu guidelines to plan diets.
* Demonstrates safe use of basic tools and equipment in practical arts activities.
* Demonstrates knowledge of safety by satisfactorily passing safety tests as required by the program.
* Relates how good housekeeping and sanitation practices have a direct effect on safety and health.
* Identifies hazardous conditions in the home, school, and community, and explains appropriate safety measures.
* Investigates the effects of air and water pollution on health, safety and welfare of people.

* Identifies the variety of job opportunities available through practical arts activities.
* Explains how practical arts activities relate to careers.
* Identifies ways in which a job contributes to or relates to other jobs.
* Demonstrates the knowledge of rights, privileges, and responsibilities on the job.
* Describes how personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting.
* Relates one's interests and talents in the practical arts area to specific occupations.
* Describes how one occupation affects society and contributes to personal growth.
* Participates in career planning through practical arts activities.
* Describes different personal characteristics which affect performance in a practical arts activity or hobby.
* Identifies and explains career opportunities which are affected by technological advancements.
* Identifies and describes careers related to conservation of natural and human resources.

* Describes how practical arts knowledge and skills can beautify the home, school, and community.
* Applies design principles and practices in constructing objects for the family.
* Creates useful objects using practical arts skills and knowledge.
* Designs, plans and constructs a simple project which is aesthetically pleasing, structurally sound and economically feasible.

FIRST YEAR	SECOND YEAR
• Identifies available consumer protection agencies and other resources helpful in solving consumer-related business problems.	• Takes past experiences into consideration when making decisions or solving problems.
• Uses the process of scientific inquiry in solving consumer-related business problems.	• Gives examples of problem solving through human-relation skills.
• Develops a personal budget to help one to spend money wisely.	• Identifies consumer-related business issues and problems relating to the production, consumption and distribution of goods and services.
• Takes past experiences into consideration when making decisions or solving problems.	• Uses good decision-making and problem-solving techniques to develop and work toward one's career goals.
	• Considers several alternatives before selecting the best way to do a job.
• Solves a given consumer-related business problem and identifies the steps used in the decision-making process.	• Explains how planning helps management to develop and meet its goals, solve problems and arrive at decisions.
• Explains how good decision-making and problem-solving techniques help an individual to develop and meet one's career goals.	• Explains how the delegation of authority may facilitate decision-making and problem-solving in a business organization.
• Identifies consumer-related business issues and problems relating to the production, consumption and distribution of goods and services.	• Explains how technological advancements facilitate decision-making and problem-solving for many businesses.
• Considers several alternatives before selecting the best way to do a job.	
	• Lists post-secondary institutions that will provide job training in business for high school graduates.
• Identifies jobs in the business community and groups them into the occupational clusters developed by the U.S. Office of Education.	• Cites examples of how technological advancements may affect business occupations and careers.
• Identifies areas of personal interest which are related to occupations in business.	• Explains why most persons must continue to acquire new knowledge and skills in occupational clusters in business.
• Uses community resources in choosing one's career.	• Recognizes that most distributive and office occupations require that one continues to acquire new knowledge and skills.
• Lists entry-level job skills and knowledge required for a business occupation.	• Analyzes future employment trends in business by reading business publications or the newspapers.
• Outlines long-range career opportunities in distributive and office occupations.	• Analyzes various avenues to be considered in acquiring a career.
• Describes basic entry-level skills, knowledge and attitudes required for office and distributive occupations.	
	• Completes a job application and personal data sheet by using appropriate forms, styles, and procedures.
• Practices preventive maintenance techniques in using business machines.	• Identifies and demonstrates effective job interview techniques.
• Practices work habits appropriate to the business world such as: good attendance, promptness, respect for others and appropriate grooming.	• Acquire entry-level job skills and knowledge for a distributive and office occupation.
• Identifies and demonstrates effective job interview techniques.	• Participates in activities which will assist in developing knowledge, skills and attitudes in one's chosen career.
• Follows instructions and comletes job assignments accurately and as scheduled.	
• Participates in enjoyable and purposeful work-related activities.	• Identifies superior-subordinate relationships.
• Completes a job application and personal data sheet by using appropriate forms, styles, and procedures.	• Discusses the relationship of responsibilities that exists in both the superior-subordinate roles.
	• Describes how management's philosophy influences the goals and standards set for the employee.
• Gives examples of how an individual's personal, social and occupational goals may influence the way one uses resources to achieve those goals.	• Illustrates how an individual's personal philosophy can be in conflict with the philosophy of one's employer.
• Explains how changing values affect one's philosophy of work.	
• Explains how personal experiences affect one's attitude towards one's work and co-workers.	

CAREER EDUCATION

Grade 3	Grade 6	Grade 8
• Identifies positive personal characteristics of self and others.	• Describes the differences between the student and a classmate in each of the following areas: interests, abilities, achievements.	• Formulates a plan to strengthen personal weaknesses identified by self.
• Identifies personal characteristics which one would like to acquire.	• Describes a personal strength and a personal weakness.	• Analyzes past achievements in relation to possible career choice.
• Describes how one might develop a desired personal characteristic.	• Lists ways in which one might strengthen an identified personal weakness.	• Identifies and describes personal characteristics of workers in a career selected for exploration.
	• Takes steps to overcome an identified personal weakness.	
• Identifies subject matter which the student likes and in which one does well.		• Identifies and explores several career choices.
• Describes various activities performed by people in the home, school, and community.	• Identifies various occupations which are of interest to the student.	• Identifies places where people may receive education or training beyond high school.
• Identifies various occupations which are of interest to the student.	• Describes types of workers in the community or school.	• Identifies contributions of community workers and classifies them into the following categories: working with things, working with data, and working with people.
• Describes how some adults the student knows feel about working for a living.	• Identifies skills related to a specific occupation.	
• Compares job-related skills among various workers in the community.	• Identifies occupational fields which relate to products and those which relate to services.	• Names related jobs and describes similarities in terms of function and skills needed.
• Describes how school subjects benefit the worker on the job.	• Describes how the student's interests relate to a broad occupational field.	• Describes the minimum level of education and employability skills needed in selected occupations.
	• Identifies jobs that have common characteristics and names those characteristics.	• Formulates a tentative educational and career plan.
• Describes one way in which an individual may contribute to the welfare of the group.	• Names and describes an occupation which is product oriented and one which is service-oriented.	• Describes education, job training, and work experience needed to prepare for a preferred occupation.
• Cites example of how a student can contribute to classroom goals.		• Identifies sources available for information on occupations.
• Describes how interpersonal skills contribute to achievement of group tasks.	• Identifies some of the values which relate to participation in a particular task.	
• Describes the individual's responsibility to cooperate in group work in order to accomplish tasks.	• Describes the individual's responsibility in group work to accomplish tasks.	• Identifies personal goals to be considered in planning a career.
• Describes how home responsibilities can be divided and/or shared among family members.	• Identifies ways in which individual contributions benefit the group.	• Describes values as they relate to occupations, work situations, and behavior.
	• Identifies personal values which motivate participation in group activities.	• Describes some contributions which a specific occupation makes to the improvement of society.
		• Describes the role of values in the management of personal resources to achieve life goals.
		• Explains how participation in civic groups contributes to attainment of individual goals and to the improvement of society.

Grade 10	Grade 12
• Analyzes interests, abilities, and personal achievements in selecting occupations to explore. • Describes positive personality traits and attitudes which meet employer expectations. • Describes an occupational cluster in which the student has interest, aptitude, and ability. • Relates own interests, aptitudes, and abilities to tentative career choices.	• Formulates a plan for developing qualifications for a tentative career choice. • Relates own interests, aptitudes, and abilities to tentative career choices. • Gives reasons for dignity and worth of tentative career choice. • Describes how an occupation contributes to an individual's positive self-concept. • Gives personal reasons for the selection of an occupation to pursue.
• Formulates a tentative educational plan for a given occupational field or preferred vocation. • Identifies an occupation which matches the student's interests, capabilities, and aptitudes, and identifies subject matter related to the choice. • Identifies educational or training requirements for several occupations which the student finds interesting. • Identifies sources of information available on occupations. • Describes sources of employment information and procedure for seeking a job. • Describes different educational and training opportunities after completing high school. • Describes ways in which one's career choice affects one's life style. • Gives reasons for tentative career choices based on identified personal interests and aptitudes. • Identifies local and national employment opportunities. • Demonstrates job-seeking and job-getting skills. • Seeks work experience through voluntary activities or paid employment.	• Completes a career development plan for post-secondary education or employment in relation to one's qualifications, interests, aptitudes, and existing opportunities. • Recognizes that job opportunities and requirements change with time and economic conditions. • Describes sources of employment information and procedures for seeking a job. • Describes the benefits and limitations of one's tentative career choice. • Describes relationships of career decisions to life styles. • Demonstrates job-seeking and job-getting skills. • Relates abilities, aptitudes, and other personal resources to the requirements for preferred occupations. • Identifies local and national employment opportunities and future trends. • Relates employment opportunities to plans and strategies for pursuing post-secondary education or employment. • Seeks work experience through voluntary activities or paid employment. • Describes the economic implications of career decisions.
• Describes contributions that workers make to society. • Describes how punctuality and dependability are important in facilitating the work of others in an occupational setting. • Describes some contributions which an occupational cluster makes to society. • Describes the value of work to society. • Describes the interrelationship of career activities to community welfare.	• Explains how one's serice as a worker contributes to community welfare. • Describes ways of maintaining economic self-sufficiency in order to be responsible to self. • Describes ways of adjusting career goals to cope with changing personal interests, and development, and economic trends. • Describes implications of career choice to personal and family life styles. • Describes ways in which an individual contributes to the welfare of others. • Describes positive ways of relating to others in a work situation.

Grade 3	Grade 6	Grade 8
• Cites examples of local environmental problems. • Identifies causes of local environmental problems. • Cites examples of statewide, national or worldwide environmental problems. • Identifies a variety of resources that may be used to gain information on environmental matters. • Uses a variety of resources to gain information on environmental matters. • Conducts simple investigations to gain first-hand information on environmental matters. • Identifies recreational opportunities in both human-made and natural environments. • Describes the environmental factors which must be considered to conduct various recreational activities. • Names occupations in the community that are directly dependent on various natural resources. • Describes the natural resources needed by various industries and relates the locations of those industries to available resources. • Cites examples of occupations that are primarily concerned with the study or control of specific environments. • States school or home rules designed to protect the environment. • Discusses the effectiveness of school or home rules designed to protect the environment. • Explains the need for rules to protect the environment. • Communicates feelings evoked by various types of environments. • Describes the need for beauty in one's environment. • Lists a number of environmental factors which may affect the physical or emotional health of human beings. • Discusses attitudes which contribute toward living in harmony with the environment.	• Identifies causes of local environmental problems. • Cites examples of statewide, national, or worldwide environmental problems. • Cites examples of social, political, or economic decisions which have caused environmental problems. • Identifies a variety of resources that may be used to gain information on environmental matters. • Uses a variety of resources to gain information on environmental matters. • Conducts simple investigations to gain first-hand information on environmental matters. • Identifies instruments or methods that can be used to gain information about environments or to change an environment for a desired result. • Identifies recreational opportunities in both human-made and natural environments. • Describes the environmental factors which must be considered to conduct various recreational activities. • Explains the effects of environmental changes on recreational opportunities. • Explains the potential effects of changes in recreational activity on the environment. • Names industries that are directly dependent on natural resources. • Describes the natural resources needed by various industries and relates the locations of those industries to available resources. • Cites examples of occupations that are primarily concerned with the study or control of specific environments. • Describes the impact of various industries on the environments. • Discusses the effectiveness of school or home rules designed to protect the environment. • Explains the need for rules to protect the environment. • Identifies non-governmental groups primarily concerned with environmental matters. • Identifies state and federal government agencies primarily concerned with environmental management or control. 	• Cites examples of state-wide, national, or worldwide environmental problems. • Cites examples of social, political, or economic decisions which have caused environmental problems. • Describes the interrelationship of the social, political, and economic structures and environments of different societies. • Selects an environmental problem, studies the various aspects of that problem, and suggests a variety of solutions to that problem including an explanation of the possible impact of each solution. • Predicts the effects social, political, and economic changes have on the environment. • Uses a variety of resources to gain information on environmental matters. • Conducts simple investigations to gain first-hand information on environmental matters. • Describes instruments or methods that can be used to gain information about environments or change an environment for a desired result. • Integrates information gained from resources with information gained through direct experience to develop understanding of environmental matters. • Describes the environmental factors which must be considered to conduct various recreational activities. • Explains the effects of environmental changes on recreational opportunities. • Explains the potential effects of changes in recreational activity on the environment. • Suggests ways the environment may be improved to provide more recreational opportunities. • Describes the natural resources needed by various industries and relates the locations of those industries to available resources. • Cites examples of occupations that are primarily concerned with the study or control of specific environments. • Describes the impact of various industries on the environment. • Describes the problems of industries that have been deeply affected by changes in natural environments or social reactions to those industries' impact on the environment. • Identifies state and federal government agencies primarily concerned with environmental management or control. • Identifies non-government groups primarily concerned with environmental matters. • Describes responsibilities of state and federal agencies for environmental management or control. • Describes the functions of non-governmental groups concerned with environmental matters. • Identifies state or federal laws designed to protect people and the environment and discusses their effectiveness.

ENVIRONMENTAL EDUCATION

Grade 10	Grade 12
• Cites examples of social, political, or economic decisions which have caused environmental problems.	• Selects environmental problem, studies the various aspects of that problem, and suggests a variety of solutions to that problem including an explanation of the possible impact of each solution.
• Describes the interrelationships of the social, political, and economic structures and environments of different societies.	• Predicts the effects social, political, and economic changes could have on the environment.
• Selects an environmental problem, studies the various aspects of that problem, and suggests a variety of solutions to that problem including an explanation of the possible impact of each solution.	• Selects an environmental problem, investigates alternate solutions to that problem, selects one alternative, and defends that selection by identifying the benefits of that decision to the environment and to society.
• Predicts the effects social, political, and economic changes would have on the environment.	• Demonstrates concern about the environment by attending lectures, taking classes outside of the regular school program, writing articles for various publications on environmental matters or by joining an ecology group.
• Selects an environmental problem, investigates alternate solutions to that problem, selects one alternative and defends that selection by identifying the benefits of that decision to the environment and to society.	• Organizes a special interest group to work toward solving an environmental problem.
• Demonstrate an interest in the environment by seeking knowledge about the environment through voluntary attendance at environmental lectures, selecting elective classes in environmental studies, or by joining organizations concerned with environmental matters.	
	• Uses a variety of instruments or methods to study or to change environment.
• Describes instruments or methods that can be used to gain information about environments or change an environment for a desired result.	• Synthesizes environmental knowledge to suggest new instruments or methods which may reasonably be developed to study or change an environment.
• Uses a variety of instruments or methods to study or change environments.	• Integrates information gained from resources with information gained through direct experience to develop understanding of environmental matters.
• Synthesizes environmental knowledge to suggest new instruments or methods which may reasonably be developed to study or change an environment.	• Demonstrate an interest in the environment by seeking knowledge about the environment through voluntary attendance of environmental lectures, selecting elective classes in environmental studies or by joining organizations concerned with environmental matters.
• Integrates information gained from resources with information gained through direct experiences to develop understanding of environmental matters.	
• Explains the effects of environmental changes on recreational opportunities.	• Suggests ways the environment may be improved to provide more recreational opportunities.
• Explains the potential effects of changes in recreational activity on the environment.	
• Suggests ways the environment may be improved to provide more recreational opportunities.	• Describes the problems of industries that have been deeply affected by changes in natural environments or social reactions to those industries' impact on the environment.
• Describes the impact of various industries on the environment.	• Describes the types of training necessary for various occupations dealing with the environment.
• Describes the problems of industries that have been deeply affected by changes in natural environments or social reactions to those industries' impact on the environment.	• Predicts occupations which may be created or abolished due to emerging environmental concerns.
• Describes the types of training necessary for various occupations dealing with the environment.	
• Describes responsibilities of state and federal agencies for environmental management or control.	• Identifies federal or state laws designed to protect people and the environment and discusses their effectiveness.
• Describes the functions of non-governmental groups concerned with environmental matters.	• Identifies worldwide organizations concerned with environmental matters.
• Identifies federal or state laws designed to protect people and the environment and discusses their effectiveness.	• Describes the functions of worldwide organizations concerned with environmental matters.
• Identifies worldwide org· ·ions concerned with environmental matters.	• Analyzes the influences of various groups, individuals, and governmental organizations in making decisions on environmental matters.
• Cites examples of negat· ·d positive ways human beings can change the environment.	• Predicts the effects of continuing environmental changes on the beauty of the environment.
• Identifies and describes environmental factors which influence the beliefs of different cultures.	• Compares the aesthetic value of maintaining natural environments with the need for housing, improved transportation, and increased employment opportunities.
• Identifies specific contributions one can make to help human beings live in harmony with the environment.	• Investigates community or state beautification projects and encourage class participation.
• Describes the effects of environmental changes on the beauty of an environment.	• Describes ways human-made environments can be designed to harmonize with natural environments.
• Explains how environmental factors such as noise level or air quality may affect the physical and emotional health of human beings.	• Suggests ways the environment may be improved to promote better emotional and physical health for human beings.
• Predicts the effects of continuing environmental changes on the beauty of the environment.	• Evaluates the effects of community or state beautification projects.
• Compares the aesthetic value of maintaining natural environments with the need for housing, improved transportation, and increased employment opportunities.	• Makes improvement in home, school, or community environments to promote better emotional and physical health.
• Investigates community or state beautification projects and encourages class participation.	• Participates in school or community campaigns to provide an environment which promotes better physical and emotional health.
• Describes ways human-made environments can be designed to harmonize with natural environments.	
• Suggests ways that the environment may be improved to promote better emotional and physical health for human beings.	
• Evaluates the effects of community or state beautification projects.	
• Makes improvement in home, school, or community environments to promote better emotional and physical health	

Grade 3	Grade 6	Grade 8
	• Communicates feeling evoked by various types of environments. • Describes the need for beauty in one's environment. • Volunteers for school beautification projects. • Lists a number of environmental factors which may affect the physical or emotional health of human beings. • Discusses attitudes which contribute toward living in harmony with the environment. • Cites examples of negative and positive ways human beings can change the environment. • Identifies and describes environmental factors which influence the beliefs of different cultures. • Identifies specific contributions one can make to help human beings live in harmony with the environment. • Describes the effects of environmental changes on the beauty of an environment. • Explains how environmental factors such as noise level or air quality may affect the physical and emotional health of human beings. • Accepts leadership role in school beautification projects.	• Volunteers for school beautification projects. • Lists a number of environmental factors which may affect the physical or emotional health of human beings. • Discusses attitudes which contribute toward living in harmony with the environment. • Cites examples of negative and positive ways human beings can change the environment. • Identifies and describes environmental factors which influence the beliefs of different cultures. • Identifies specific contributions one can make to help human beings live in harmony with the environment. • Describes the effects of environmental changes on the beauty of the environment. • Explains how environmental factors such as noise level or air quality may affect the physical and emotional health of human beings. • Predicts the effects of continuing environmental changes on the beauty of the environment. • Compares the aesthetic value of maintaining natural environments with the need for housing, improved transportation facilities, and increased employment opportunities. • Investigates community or state beautification projects and encourages class participation. • Suggests ways the environment may be improved to promote better physical and emotional health for human beings. • Accepts leadership role in school beautification projects.

Grade 10	Grade 12

GUIDANCE

Grade 3	Grade 6	Grade 8
• Describes self-perception of physical, personality and social characteristics. • Describes self in terms of one's abilities in physical activities, academic work and social relationships.	• Describes one's personality traits. • Describes personal experiences that contribute to feelings of self-worth. • Explains how individual differences extend beyond the physical.	• Identifies physical features, personality traits, values and attitudes that make one different from others. • Identifies one's strengths and weaknesses and explains how these interrelate to make one unique. • Participates in activities that foster positive self-concept. • Describes one's current life style.
• Describes what one likes to do with friends and family. • Explains how people can help each other feel good about themselves. • Describes family members and their interests. • Describes some of the ways in which people are alike and different. • Describes why one chooses certain people as friends. • Explains the value of group relationship and cooperation. • Describes the value of cooperation in attaining group goals.	• Explains how different social groups contribute to one's personal development. • Demonstrates increasing social skills in peer relationships. • Relates one's personality traits to how one interacts with others. • Relates how school or community projects can serve the needs of the larger community.	• Identifies ways of dealing constructively with physical and emotional maturational needs typical of this age level. • Describes the ways in which one's relationships with peers and adults satisfy the need to be independent of others and mutually dependent on each other. • Demonstrates helping behavior in peer relationship. • Explains the causal relationship between one's behavior and how one is viewed by others. • Describes ways of using criticisms and failures positively for self-improvement and growth.
• Describes the need for rules in everyday life. • Describes the rules one's family lives by. • Participates in making rules for the classroom. • Recognizes that judgments are made and values are placed on attitudes and behaviors. • Recognizes socially acceptable and unacceptable ways of expressing emotions. • Identifies factors in daily living that contribute to emotional stress. • Describes how emotions and stress influence behavior. • Demonstrates ways of coping with normal emotional fluctuation and stress in ways that are acceptable to self and others.	• Understands how attitudes and behaviors may be changed as a result of peer and other societal influences. • Explains how peer and adult values influence one's attitudes and behaviors. • Identifies common causes of normal emotional stress and ways of dealing with the situation. • Discriminates between constructive and destructive ways of expressing emotions.	• Differentiates between one's personal values and choices, and peer values and pressure. • Explains how one's values and beliefs affect one's attitude and behavior. • Describes how one's behavior affects that of others. • Describes how one's values and outlook on life affect how one deals with problems. • Interacts with peers in solving personal problems. • Interacts with adults and family members in solving personal problems.
• Explains the value of wise use of time and evaluates how one uses time in school for work and play. • Identifies and demonstrates good study habits. • Initiates classroom tasks and seeks help when needed.	• Explains the value of wise use of time and applies the basic elements of time management in planning a typical week for school and homework, chores, play and rest. • Evaluates one's study skills against generally accepted criteria. • Initiates classroom tasks and attempts to solve problems independently. • Identifies the programs of study and co-curricular activities related to one's interests and goals.	• Describes the requirements for success in school work (e.g., undertaking tasks independently or with minimum supervision, study skills, efficient use of time). • Appraises one's study skills in relation to academic strengths and weaknesses. • Applies study skills in the classroom. • Identifies reasons for lifelong learning.
• Describes in general ways the kinds of work parents do. • Describes how father's and mother's work help the family. • Describes the talents and efforts significant adults display in their work. • Identifies the individual and group leisure activities in which one participates. • Describes how one's tasks in school and home help to develop interests and talents as well as self-reliance. • Identifies ways of relating one's interests to classroom tasks.	• Identifies the pattern in one's interests by classifying one's leisure activities into broad interest areas such as sports, art, and music. • Describes possible relationship between one's occupational interests and current leisure and school activities. • Identifies academic and co-curricular opportunities available in intermediate school, such as choice of courses and expanded student activities. • Identifies and participates in an activity that is related to one's occupational or academic interest.	• Describes the relationship between positive work attitudes and success on the job. • Identifies one's positive and negative work attitudes. • Identifies personal characteristics, interests and abilities as they relate to occupational interests. • Identifies the broad occupational fields in which one's occupational interests fall. • Describes career interest based on personal, academic and avocational interests. • Formulates and carries out plan to strengthen personal weaknesses that could affect pursuit of career interest. • Identifies school and community activities which provide opportunity for further exploration of occupational interests.

GUIDANCE

Grade 10

- Uses the process and skills of self-appraisal.
- Describes life styles which may be incorporated in one's life goals.

- Demonstrates social skills with members of the opposite sex and various youth groups.
- Extends one's interests, experiences and relationships outside the immediate social group.
- Assists others through tutoring, community service and other peer and cross-age helping activities.
- Demonstrates increasing sense of social responsibility by participating in service projects and causes that affect individual and social welfare.
- Differentiates between personal and societal values.
- Explains how societal influences affect one's personal decisions.

- Evaluates one's time management of study, work, leisure and rest in relation to personal objectives.

- Describes the process involved in selecting a vocational training program, school or college.
- Uses self-appraisal process in exploring occupations and planning for the balance of high school program.
- Describes short and long-range educational and vocational training goals and plans.
- Relates course choices to occupational goals.
- Plans a course of study appropriate to one's future goal.
- Identifies, selects and pursues activities according to personal educational plans.
- Describes how to apply for a job, how to fill out job application, and how to conduct oneself in an interview.
- Identifies and pursues job experiences that relate to tentative career choices.

Grade 12

- Appreciates and accepts one's uniqueness.
- Describes the life style one may desire in the future.

- Adapts and applies social skills in relationships with individuals of various ethnic, cultural, age, socio-economic and interest groups.
- Relates to parents and other adults on a mature basis.

- Describes the set of values one would want to live by.
- Identifies and attempts to resolve conflicts in individual and societal (including family) values.

- Plans educational and vocational activities and indicates long-range career and educational plans that encompass a period of five to ten years.
- Describes the process of seeking and applying for part-time or full-time job and voluntary activity in career related areas.
- Describes how continuing education contributes to one's development and to the achievement of life goals.

- Describes the kinds of continuing education one can pursue.
- Plans and initiates a program of continuing education for personal and career development.

HOME ECONOMICS

- Examines own feelings and attitudes about various aspects of life and living.
- Identifies the influence of the family and community on the individual's growth and development.
- Describes ways of accepting responsibility for performing tasks that serve the family.
- Compares and contrasts different roles of the adolescent in a family unit.
- Analyzes ways in which one's peer group may influence adolescent behavior.
- Analyzes the environmental factors that influence the continual growth of the individual.
- Chooses ways to become increasingly responsible both at home and at school.
- Demonstrates positive feelings toward and acceptance of own strengths.
- Demonstrates respect for self through personal appearance.

- Identifies health and social services available to teenagers.
- Relates the effect of adequate food, rest and exercise on one's well being.
- Explains that physical growth follows predictable patterns, yet is unique to each individual.
- Describes emotional and social needs of young children.
- Applies safe and sanitary practices in food preparation, service and in storage of food and equipment.
- Relates the contributions of good health practices to physical, emotional, mental and social well-being of individuals and families.
- Recognizes the responsibility parents have for young children.
- Uses health and social services available to teenagers when need arises.
- Plans, prepares, and serves nutritionally adequate meals for self and others.
- Analyzes contributions made by the family to the development of young children.
- Demonstrates skills in meeting basic needs of children by providing proper care and guidance.

- Identifies personal qualities which contribute to employability in the field of home economics.
- Identifies the variety of job possibilities and requirements in the field of home economics.
- Identifies opportunities for employment or training for employment in home economics-related occupations.
- Forms realistic career goals based on knowledge and experience acquired in home economics education.
- Identifies the laws and regulations pertaining to jobs in home economics-related careers.
- Uses various resources for information about occupational opportunities related to home economics.
- Performs entry level tasks within one or more related job clusters in home economics-related occupations.
- Demonstrates qualities which contribute to employability and job success in home economics-related occupations.

- Identifies attitudes, values, standards and goals in understanding one's lifestyle.
- Identifies impact of social customs on the development of the individual.
- Demonstrates social skills that contribute to personal and family well-being.
- Identifies various types of family structures in different cultures and their influence on the development of personal beliefs and values.
- Explains the effect of cultural influences on food, clothing and shelter.
- Gives examples of cultural influences and their effect on roles of family members.
- Discusses the influence of technology on the beliefs and values of a society.
- Analyzes and uses personal standards in choosing a life style.
- Uses community resources when appropriate in achieving individual and family goals.
- Performs the tasks of maintaining a home.

- Identifies factors which affect beauty in the home environment.
- Identifies the concepts of design in textiles, clothing or home furnishings.
- Uses homemaking skills to express creativity in personal living.
- Expresses one's feeling through various modes of expression.
- Displays creativity when planning, preparing and serving food, selecting clothes, and arranging home furnishings for personal use.
- Uses available space in the home for optimum comfort, convenience, safety, and aesthetic pleasures for individual and family.

HEALTH

Grade 3	Grade 6	Grade 8
• Names and describes the function of major body parts and organs.	• Describes the location and function of organs of the human body and their interdependency.	• Describes the structure and function of the male and female reproductive systems.
• Identifies how offspring resemble their parents.	• Describes some of the effects of heredity and environment on physical and mental growth and development.	• Identifies growth and development changes that occur in males and females during adolescence.
• Explains that all living things come from other living things.	• Describes the reproductive process and how life begins.	• Describes the need to accept the nature of sex as it relates to total well-being.
• Explains how heredity and environment influence differences in height and weight.	• Describes differences and similarities of the growth of boys and girls.	• Describes stages of the life cycle from conception to death.
• Identifies ways in which one grows over a given period of time.	• Describes stages of the life cycle from conception to death.	• Describes reasons why some adolescent health and behavior problems emerge as a result of physical, emotional and social changes.
• Identifies different emotions and ways they are shown.	• Describes emotions, how they are shown and ways to overcome the harmful effects.	• Describes economic, emotional and social impact of death on a family or an individual survivor.
	• Explains relationships among appearance, emotional security and social approval.	
• Explains desirable health practices and their value to maintain one's health.		• Analyzes how attitudes and emotions influence health and safety.
• Identifies personal health practices and environmental factors which affect health and safety.	• Identifies social, economic, cultural, and ethnic influences upon the physical and emotional health of the family.	• Explains desirable health practices and their value to maintaining health.
• Identifies familiar health problems which are the joint responsibility of individuals and groups.	• Relates the effects of diet, rest, exercise and personal hygiene to one's well-being.	• Relates the effects of diet, rest, exercise and personal hygiene to one's well-being and weight control.
• Describes the role and responsibilities of individuals within the family and how each contributes to the physical and emotional health of other family members.	• Describes similarities and differences among families in diet patterns, values, and relationships and how these influence the health of members.	• Identifies social, economic, cultural, and ethnic influences upon physical and emotional health of the family.
• Identifies and describes procedures or ways to help protect health and safety of self and others.	• Describes nutrients from different food groups.	• Explains how values, standards and attitudes evolve through generations of a family.
• Names different foods that are important to growth and health.		• Applies the knowledge of nutrients from different food groups in planning balanced meals.
• Identifies functions of the foundation food groups.	• Cites examples of agencies, groups, laws and standards that protect the health and safety of people.	
• Explains that a variety of foods contribute to a balanced diet.	• Compares differences among sources of health information; among health products and among health services.	• Identifies characteristics of a healthy community.
• Distinguishes some differences in types of health products and in types of health services.	• Describes the variety of health personnel involved in the solution of community problems.	• Recognizes that laws and regulations exist to protect the consumer.
• Identifies a few common sources of health information.	• Identifies factors influencing community health activities.	• Gathers and presents data on injuries or illness using reliable sources of data.
• Names familiar people or occupations which promote, protect, and maintain health.	• Recognizes that laws and regulations exist to protect the consumer.	• Uses a problem solving process to determine alternative solutions for a common health problem in Hawaii.
• Describes ways to identify health problems of a community.	• Uses a problem solving process to determine alternative solutions for a common health problem in Hawaii.	• Describes various medical, dental and health-related specialists and their role in health services.
• Describes the variety of health personnel involved in the solution of community problems.	• Describes various medical, dental and health-related specialists.	• Relates influences of urbanization and socialization to the changing patterns of the health of a community.
• Cites examples of ways community efforts help to meet health problems.	• Relates influences of urbanization and socialization to the changing problems of the health of a community.	• Describes ways in which natural and human-caused hazards can be modified or controlled.
• Identifies some factors which influence the success of community health activities.	• Describes ways in which natural and human-caused hazards can be modified or controlled.	• Develops criteria for the selection and use of health information, products and services.
• Uses a problem-solving process to determine alternative solutions for a common health problem in Hawaii.	• Identifies types of training or education needed for various health careers.	• Describes the relationship between the consumer and provider in the solution of health care problems.
• Describes feeling well and some symptoms of physical and mental illness.		• Describes the role and functions of organizations, groups and individuals in modifying and controlling hazards to health and safety.
• Identifies the effects of diseases on the body systems.		• Relates own interest and skills to a health or health-related career.
• Describes ways substances are used to modify emotions and behavior.		

HEALTH

REQUIRED

- Describes stages of development in the life cycle from conception to death.
- Identifies the health-related responsibilities accompanying the pre-adult phase of maturation.
- Describes ways in which heredity or environment influences patterns and the rate of physical, mental, emotional and social growth.

- Describes economic, emotional and social impact of death on a family or an individual survivor.
- Analyzes personal health status and ways to improve it.
- Relates the effects of diet, rest, exercise and personal hygiene to one's well-being and weight control.
- Compares various "fad" behaviors with sound, healthful practices.
- Identifies social, economic, cultural, and ethnic influences upon physical and emotional health of the family.
- Designs a plan for maintaining sound personal health care in the face of conflicting forces.
- Identifies cause and effect relationship contributing to a healthy or safe situation.
- Explains how values, standards and attitudes evolved through generations of a family.
- Examines responsibilities inherent in a marriage relationship and in family planning.
- Describes cause and effect relationship contributing to a successful marriage and family living for members of all ages.
- Describes forces that encourage good personal health practices and those that act as deterrents.
- Analyzes various influences that affect one's diet.
- Describes the effects of age, sex, activity, pregnancy and disease on nutritional needs and practices.

- Describes a community health agency with which a student is personally familiar.
- Describes training or educational requirements in various health careers.
- Describes the relationship between the consumer and provider of services and products in the solution of health care problems.
- Describes the role and functions of organizations, groups, and individuals in modifying and controlling hazards to health and safety.
- Relates own interest and skills to a health or health-related career.
- Uses health and social services available to teenagers when needed to maintain well-being.
- Provides personal services or skills to a health agency or project.

- Describes physiological, biological, chemical, and mechanical means of preventing, curing or controlling diseases and conditions.

- Applies established procedures to health and safety problems and emergencies.
- Distinguishes between beneficial use and abuse of substances.
- Describes the interplay of personal, social, family and environmental forces that influence the use of substances.
- Analyzes the influences of such variables as emotions and values on the use of substances.
- Translates knowledge about effects of substances into predictions about behavior of those who use these substances under different circumstances.

ELECTIVES

- Describes economic, emotional and social impact of death on a family or an individual survivor.
- Contrasts the general growth spurt pattern of males with that of females.
- Researches and reports on medical and scientific developments related to growth and development.

- Describes ways self-motivation is necessary if health is to be maintained throughout life.
- Develops a plan for personal health care adaptable for lifelong needs.
- Explains how values, standards and attitudes evolved through generations of a family.
- Analyzes characteristics that contribute to a successful marriage.
- Integrates data into an effective plan for the solution of a family health problem.
- Identifies factors which influence the effective solution of a health problem.
- Develops a plan for meeting possible stresses of marriage and family living.
- Describes forces that encourage good personal health practices and those that act as deterrents.
- Analyzes various influences that affect one's diet.
- Develops a plan to improve nutrition of self and family.
- Analyzes the influences of such variables as emotions and values on the use of health information, products, and services.
- Describes the relationship between the consumer and provider in the solution of health care problems.
- Provides personal services or skills to a health agency or project.
- Participates in projects dealing with disease prevention and control.
- Describes the elements of human and other resources, services and facilities needed to solve a community health problem.

- Explains symptoms of illness effectively.
- Applies established procedures to health and safety problems and emergencies.

Grade 3	Grade 6	Grade 8
	• Identifies various sources of disease or causes of illness and disability and ways they can be prevented, controlled or cured. • Explains methods by which diseases and injuries can be prevented or their effects minimized. • Identifies the effects of some diseases on the individual, family and community. • Describes some of the effects of substances used by people to modify mood and behavior. • Cites examples of harm that can result from self-diagnosis, self-medication and unwise use of drugs and medicines. • Discusses why certain substances are used rather commonly and others only under special circumstances. • Describes the various effects and possible consequences of the use of substances that modify mood and behavior. • Describes situations which illustrate the interplay of personal, social, family and environmental forces in the use, non-use or abuse of substances.	• Describes some infectious and chronic diseases and the effects on the human body. • Identifies reasons why some individuals become regular users of various substances and others do not. • Describes the various effects and possible consequences of the use of substances that modify mood and behavior. • Distinguishes between beneficial use and abuse of substances. • Describes the interplay of personal, social, family and environmental forces that influence the use of substances. • Analyzes the influences of such variables as emotions and values on the use of substances and personal health practices.

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REQUIRED	ELECTIVES

FIRST YEAR	SECOND YEAR
• Demonstrates common safety and health practices in the school shop. • Recognizes and reports unsafe conditions in the school shop. • Demonstrates knowledge of safety by satisfactorily passing written and practical safety tests as required by the program. • Demonstrates proper power tool and maintenance safety and health practices as required in the school shop according to OSHA Standards and Regulations. • Develops a safety and health plan for the home and school shop according to OSHA Standards and Regulations. • Lists possible hazardous conditions in the school shop and describes appropriate safety procedures.	• Demonstrates knowledge of safety by satisfactorily passing written and practical safety tests as required by the program. • Demonstrates proper power tool and maintenance safety and health practices as required in the school shop according to OSHA Standards and Regulations. • Develops a safety and health plan for the home and school shop according to OSHA Standards and Regulations. • Lists possible hazardous conditions in the school shop and describes appropriate safety procedures. • Describes how space allocation, lighting, ventilation, traffic flow, placement of equipment, and other general physical conditions of work area affect the health and safety of the worker.
• Compares the aesthetic, structural and functional qualities among several common industrial products. • Designs and constructs a simple project that is aesthetically pleasing, structurally sound and economically feasible. • Describes the need for creative and aesthetic expression in the designing, developing and producing of industrial products.	• Designs and constructs a simple project that is aesthetically pleasing, structurally sound and economically feasible. • Describes some of the functional uses of creative and aesthetic expressions in the design, development, and production of industrial products. • Explains opportunities for creative and aesthetic expressions offered by different occupations in four out of six Industrial Arts areas.
• Compares and contrasts the six major industries in Industrial Arts. • Analyzes the occupational cluster areas in the technical and industrial fields to determine what experiences each offers. • Analyzes and explains the career opportunities in each major industry in the Industrial Arts program. • Uses appropriate resources for obtaining occupational information related to Industrial Arts. • Identifies Industrial Arts electives available at the high school level for possible career choices. • Explains how reading, writing, speaking, and mathematics are important tools in the Industrial Arts program. • Describes basic education and training requirements for occupational clusters related to the six Industrial Arts subject areas. • Develops long-range educational and occupational goals and objectives based on one's interests, needs and potentials in one or more of the six major areas in Industrial Arts.	• Lists and describes particular skills required for specific occupations in Industrial Arts. • Identifies and uses appropriate resources to obtain information on occupational areas in Industrial Arts. • Compares and contrasts basic skill requirements of four out of six major occupational areas in Industrial Arts. • Describes basic education and training requirements for occupational clusters related to the six Industrial Arts subject areas. • Develops long-range educational and occupational goals and objectives based on one's own interests, needs and potentials in one or more of the six major areas in Industrial Arts. • Identifies occupational areas related to students' interest and explains entry-level requirements of each.

FIRST YEAR	SECOND YEAR

- Lists general state and federal health and safety regulations and standards pertinent to the Industrial-Technical area.
- Describes safety precautions and procedures in the use and maintenance of standard shop instruments, tools and equipment.
- Identifies shop hazards and applies preventive measures.
- Meets safety requirements for the use of industrial tools and equipment.

- Obtains information about occupational opportunities in industrial-technical occupations.
- Identifies several industrial-technical occupations and gives training requirements in each.
- Plans both short and long-term goals in an industrial-technical career ladder.

- Applies basic math and appropriate measurements to job tasks in industrial occupations.
- Demonstrates use of standard shop instruments, tools, equipment, and procedures in job tasks in industrial occupations.
- Performs entry level job tasks in an industrial occupation.
- Uses conventional symbols, measures, scales and instruments essential to performing job tasks in industrial occupations.
- Performs entry level job tasks within a job family in industrial occupations.

- Lists principles of design which apply to construction or manufacturing.
- Fabricates a product using technical and trade skills incorporating principles of design.
- Identifies the principles of design and applies those principles to planning, construction and manufacturing tasks.

- Applies safety procedures in the use of hand tools and shop equipment.
- Identifies shop hazards and applies safety procedures.
- Describes how space allocation, lighting, ventilation, traffic flow, placement of equipment and other general physical conditions of work area affect the health and safety of the worker.

- Describes personal qualities which contribute to one's selected industrial occupational field.
- Describes a job within an industrial occupational area and identifies the necessary requirements for it.
- Lists related technical information needed to perform job skills.
- Identifies agencies and other means for seeking employment or further training in industrial-technical occupations.
- Plans both short and long-term goals in an industrial-technical career ladder.
- Describes educational requirements, main job tasks, and prospects for a job in an industrial occupational field.
- Recognizes how reading and computational skills contribute to effectiveness in one's chosen industrial occupational field.

- Performs entry level job tasks in an industrial occupation.
- Reads and translates basic plans and schematics for an industrial occupational area.
- Applies basic math and appropriate measurements accurately to job task in industrial occupations.
- Performs entry level job tasks within one or more related job families in industrial occupations.
- Performs entry level job tasks within one or more related job families in technical occupations.
- Independently uses manuals and references to help solve job task problems.

- Demonstrates how raw industrial materials can be used through industrial shop processes to create an aesthetically pleasing product.
- Identifies the principles of design and applies those principles to planning, construction and manufacturing tasks.
- Uses principles of design in planning and constructing or manufacturing a product.

LANGUAGE ARTS

Grade 3	Grade 6	Grade 8

Grade 3

- Responds to simple oral directions
- Uses language appropriately in communicating an idea, experience, or information
- Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
- Uses appropriate vocabulary in describing people, places, objects, and actions.
- Gives and responds to oral directions and descriptions in one-to-one interactions.

- Reads and orally paraphrases a short paragraph from a variety of materials used by the student.
- Reads a paragraph from a variety of materials used by the student and tells the relevant details.
- Reads a paragraph from a variety of materials and identifies the central idea and supporting ideas.

- Writes a short paragraph on a topic with adequate punctuation
- Writes a paragraph on a given topic with adequate punctuation and capitalization.
- Writes a personal letter for a specific purpose demonstrating adequate letter form, spelling, capitalization, and punctuation.

- Uses visual modes of expression and/or body movement to depict characters, events, and/or rhythmic language in a literary work.
- Gives reasons for enjoying or not enjoying a literary work.
- Identifies some of the major literary types (fantasy, realistic stories, traditional tales, non-fiction, and poetry) writers use to evoke thoughts and feelings in the reader.

- Creates original endings to stories.
- Recreates impressions, thoughts, and ideas stimulated by literary works through oral, written, or visual art modes.
- Writes original endings to stories.

Grade 6

- Gives and responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
- Contributes to the completion of a prescribed group task through the use of oral discussion.
- Adapts speech to informal and formal situations within the experiences of the student.
- Identifies a problem through the use of discussion and questioning techniques.
- Uses appropriate information in solving a problem in group discussion.

- Reads an article or paragraph from a variety of materials used by the student and tells the relevant details in sequence.
- Reads a paragraph from a variety of materials used by the student describing a situation and its outcome and selects the most probable cause of the outcome.
- Reads and explains maps, charts, graphs, tables, and illustrations.
- Reads a news article from a local newspaper, relates the important details, and arrives at implications.

- Writes a paragraph on a given topic with adequate punctuation and capitalization.
- Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation.
- Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.

- Identifies various purposes for communication.
- Identifies and analyzes the non-verbal modes of communication.
- Identifies the major components of a language, such as sounds, sentence structure, and word meanings.
- Identifies language devices and techniques used in advertising and propaganda to influence one's beliefs, attitudes, and actions.
- Describes basic communication modes' and identifies the possibilities and limitations of each.
- Analyzes the structure of the English language (sounds, words, sentences, and their relationships).
- Analyzes the role language plays in facilitating one's identity as part of a social group or family.

- Gives reasons for enjoying or not enjoying a literary work.
- Identifies some of the major literary types (fantasy, realistic stories, traditional tales, non-fiction, and poetry) writers use to evoke thoughts and feelings in the reader.
- Explains how the writer's use of character types, recurring situations, and literary conventions in different works contributes to one's enjoyment.

- Recreates impressions, thoughts, and ideas stimulated by literary works through oral, written, or visual art modes.
- Writes original endings to stories.
- Creates original stories and poems based on experiences and imagination.

Grade 8

- Adapts speech to informal and formal situations within the experiences of the student.
- Uses oral communication skills appropriate to the intended purpose and audience in a small group situation.
- Evaluates effectiveness of oral communication through appropriate feedback and modifies message.
- Uses appropriate information in solving a problem in group discussion.
- Organizes, analyzes, and interprets information in solving a problem in group situations.

- Reads and explains simple maps, graphs, tables, and illustrations.
- Reads a paragraph from a variety of materials used by the student describing a situation and its outcome and selects the most probable cause of the outcome.
- Reads a news article from the local newspaper, identifies the central idea, and documents it with supporting details.
- Reads an article or part of a text, such as social studies, literature, and science, and formulates a hypothesis, assumption, or conclusion.

- Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation.
- Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.
- Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.

- Identifies and analyzes the non-verbal modes of communication.
- Identifies the major components of language, such as sounds, sentence structure, and word meanings.
- Identifies language devices and techniques used in advertising and propaganda to influence one's beliefs, attitudes, and actions.
- Describes basic communication modes' and identifies the possibilities and limitations of each.
- Analyzes the structure of the English language (sounds, words, sentences, and their relationships).
- Analyzes the role language plays in facilitating one's identity as part of a social group or family.
- Identifies elements of the communication process and explains the relationship among them.
- Analyzes and describes the characteristics and attitudes towards regional, social, vocational, and stylistic variations of the English language and their effects on communication.
- Analyzes the role language plays in shaping one's view of the world.

LANGUAGE ARTS

Grade 10	Grade 12
• Uses oral communication skills appropriate to the intended purpose and audience in a small group situation.	• Evaluates effectiveness or oral communication through appropriate use of feedback and modifies message.
• Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message.	• Assumes various roles and responsibilities in group interaction.
• Gives a talk for a specific purpose and audience, using appropriate style, organizational form, supporting details, and non-verbal modes.	• Gives a talk for a specific purpose and audience, using appropriate style, organizational form, supporting details, and non-verbal modes.
• Uses appropriate information in solving a problem in group discussion.	• Selects and uses appropriate diction, style, organization, details, and modes, including non-verbal communication in achieving a specific purpose through group interaction.
• Organizes, analyzes, and interprets information in solving a problem in group situations.	• Organizes, analyzes, and interprets information in solving a problem in group situations.
• Identifies alternative strategies for solving a problem and arrives at a solution through group interaction and consensus.	• Identifies alternative strategies for solving a problem and arrives at a solution through group interaction and consensus.
	• Uses problem-solving procedures and techniques in group situations to arrive at solutions to a problem requiring research.
• Reads a news or sports article from a newspaper and chooses a title or heading appropriate to the article.	
• Reads several related articles and generalizes one idea which is common to all.	• Reads several related articles and generalizes one idea which is common to all.
• Reads an article or part of a subject area text and analyzes points of view, purposes, and biases.	• Reads an article from a weekly news magazine, such as Time or Newsweek, and analyzes points of view, purposes and biases.
	• Reads materials and judges accuracy in information and detects any fallacies in reasoning.
• Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.	
• Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.	• Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.
• Writes a composition for a specific purpose and audience using the resources of of language (words, sentence patterns, organizational form, and style) with emphasis on exposition.	• Writes a composition for a specific purpose and audience using the resources of language (words, sentence patterns, organizational form, and style) with emphasis on exposition.
	• Writes a persuasive composition for a specific purpose and audience using relevant details to support a thesis.
• Describes basic communication modes[1] and identifies the possibilities and limitations of each.	• Writes a paper demonstrating the appropriate use of research techniques and the conventions of writing a research paper.
• Analyzes the structure of the English language (sounds, words, sentences, and their relationships).	
• Analyzes the role language plays in facilitating one's identity as part of a social group or family.	• Identifies elements[3] of the communication process and explains the relationship among them.
• Identifies elements[3] of the communication process and explains the relationship among them.	• Analyzes and describes the characteristics and attitudes toward regional, social, vocational, and stylistic variations of the English language and their effects on communication.
• Describes the characteristics and attitudes toward regional, social, vocational, and stylistic variations of the English language and their effects on communication.	• Analyzes the role language plays in shaping one's view of the world.
• Analyzes the role language plays in shaping one's view of the world.	• Identifies the effects that ambiguity, values, attitudes, motives, and perceptions may have on effective communication.
• Identifies the effects that ambiguity, values, attitudes, motives, and perception may have on effective communication.	• Explains how cultural beliefs, values, and interests are reflected in language.
• Explains how cultural beliefs, values, and interests are reflected in language.	• Analyzes the possible effects of mass communication media, such as radio, television, and films on the audience.
	• Explains the role of language in maintaining and transmitting the cultural identity of one's social groups.
• Explains how the writer's use of character types, recurring situations, and literary conventions[2] in different works contribute to one's enjoyment.	
• Explains how the writer's handling of the setting, plot, and characters (elements of fiction) in a story contributes to the aesthetic quality of the work.	• Explains how the writer's handling of the setting, plot, and characters (elements of fiction) in a story contributes to the aesthetic quality of the work.
• Analyzes the ways in which a writer manipulates language to evoke a desired response in the reader.	• Analyzes the ways in which a writer manipulates language to evoke a desired response in the reader.
	• Compares and contrasts the use of various literary types, literary conventions, and elements of fiction by different writers to evoke a similar response.
• Creates original stories and poems based on experiences and imagination.	
• Expresses emotions and perceptions through creative writing and oral interpretation.	• Expresses emotions and perceptions through creative writing and oral interpretation.
• Creates stories showing conflict, plot, and character development.	• Creates stories showing conflict, plot, and character development.
	• Selects a universal theme and develops it in two major literary types.

[1]modes = oral, print, and non-verbal.
[2]conventions = literary devices (e.g., stock characters), literary motifs, and language patterns.
[3]elements = sender, receiver, message, and medium.

LANGUAGE ARTS (continued)

Grade 3	Grade 6	Grade 8
		• Identifies some of the major literary types (fantasy, realistic stories, traditional tales, non-fiction, and poetry) writers use to evoke thoughts and feelings in the reader. • Explains how the writer's use of character types, recurring situations, and literary conventions² in different works contributes to one's enjoyment. • Explains how the writer's handling of the setting, plot, and characters (elements of fiction) in a story contributes to the aesthetic quality of the work. • Writes original endings to stories. • Creates original stories and poems based on experiences and imagination. • Expresses emotions and perceptions through creative writing and oral interpretation.

Grade 10	Grade 12

LIBRARY SKILLS

Grade 3	Grade 6	Grade 8
• Identifies sources of information. • Selects a variety of materials for browsing independently. • Participates in a variety of library activities for pleasure and information. • Uses a source of information to find an answer to a specific question. • Locates and uses a picture dictionary. • Selects and reads, listens or views appropriate materials independently. • Uses more than one source of information to find an answer to a specific question. • Locates and uses a general dictionary. • Selects and reads both simple fiction and non-fiction independently.	• Uses a source of information to find an answer to a specific question. • Locates and uses a general dictionary and general encyclopedia. • Selects and reads both simple fiction and non-fiction independently. • Locates fiction books by using a card catalog. • Locates and uses a variety of resources by using the card catalog. • Uses general encyclopedias having different arrangements, e.g., alphabetical, topical • Identifies and uses relevant data gathered from many library sources in analyzing a problem. • Identifies and uses unabridged dictionaries, special dictionaries, and special encyclopedias.	• Locates and uses a variety of resources by using the card catalog. • Locates and uses current information sources such as periodicals and almanacs. • Identifies and uses relevant data gathered from many library sources in analyzing a problem. • Locates and uses Readers' Guide to Periodical Literature. • Locates and uses unabridged dictionaries, special dictionaries, and special encyclopedias. • Identifies, locates, and uses specialized reference materials, such as handbooks and gazetteers. • Uses library research techniques and a variety of resources to complete a brief report on an assigned topic.

LIBRARY SKILLS

Grade 10	Grade 12
• Identifies and uses relevant data gathered from many sources, including those in the library in analyzing a problem.	• Identifies, locates, and uses specialized reference materials, such as handbooks and gazetteers.
• Locates and uses *Readers' Guide to Periodical Literature*.	• Uses library research techniques and a variety of resources to complete a brief report on an assigned topic.
• Locates and uses unabridged dictionaries, special dictionaries and special encyclopedias.	• Applies such criteria as scope, accuracy, authority, and recency in selecting specialized reference materials.
• Identifies, locates, and uses specialized reference materials, such as handbooks and gazetteers.	• Uses research techniques and a variety of resources to complete a report with emphasis on exposition.
• Uses library research techniques and a variety of resources to complete a brief report on an assigned topic.	• Locates and uses resources to complete a research project involving in depth use of research techniques.
• Applies such criteria as scope, accuracy, authority, and recency in selecting specialized reference materials.	
• Uses research techniques and a variety of resources to complete a report with emphasis on exposition.	

MATHEMATICS

Grade 3	Grade 6	Grade 8
• Uses whole numbers and commonly used fractions (e.g., 1/4, 1/2) to communicate physical quantities. (How many, how much, etc.)	• Uses whole numbers, decimals, and fractions to communicate physical quantities.	• Does simple arithmetic mentally (e.g., recognizes complements of 100, multiplies and divides by powers of ten).
• Recalls the addition and subtraction facts through sums of 18.	• Adds and subtracts whole numbers; multiplies any whole number by a 2-digit number; and divides any whole number by a 1-digit number.	• Adds, subtracts, multiples and divides decimals.
• Adds and subtracts 3-digit numbers with re-grouping (carrying and borrowing)	• Adds and subtracts like-denominator fractions and commonly used decimals.	• Adds, subtracts, multiplies and divides fractions and integers.
• Recalls the multiplication and division facts through products of 81.	• Multiplies and divides decimals.	• Uses ratios to compare quantities and characteristics of physical objects.
• Multiplies 2-digit numbers by 1-digit numbers without re-grouping.	• Estimates measurements and does arithmetic mentally.	• Solves ratio, proportion, and percent problems.
• Multiplies 2-digit numbers by 1-digit numbers with regrouping.	• Uses ratios to compare quantities and characteristics of physical objects.	• Uses algebraic techniques and describes their relationship to the properties of real numbers.
• Divides 2-digit numbers by 1-digit numbers with and without remainders.	• Adds and subtracts commonly used fractions (mixed and common) with unlike denominators.	
• Estimates measurements and does arithmetic mentally	• Multiplies and divides mixed and common fractions.	• Estimates and measures angles, regions (areas) and volume using standard units, including the metric units.
	• Solves simple ratio, proportion and percent problems.	• Computes measurements using the four basic operations.
• Uses appropriate language e.g., greater than, less than, and equal to in comparing temperatures, masses (weights), lengths, regions (areas), quantities, and times of events.		• Converts within metric units.
	• Estimates and measures length, capacity, and mass (weight) of physical objects using standard units, including the metric units.	• Explains the interrelationship of the metric units.
• Tells time to the nearest minute, makes change through one dollar, and takes temperatures to the nearest degree Celsius.	• Reads and writes time, money expressions, and temperatures.	• Describes and explains possible uses and misuses of basic statistical measurements.
• Estimates and measures the length, capacity, and mass (weight) of physical objects using non-standard units.	• Estimates and measures angles, regions (areas), and volume using standard units, including the metric units.	• Computes measurements of various common plane and solid geometric figures.
• Estimates and measures the length, capacity, and mass of physical objects using standard units, including the metric units.	• Measures and computes measurements using the four basic operations.	• Classifies plane and solid geom into various sub-sets using differ ized properties.
• Reads and writes time, money expressions, and temperatures.	• Explains the interrelationship of the metric units.	• Uses correct terminology in g the properties of geometric figures.
		• Explains relationships of the parts of a geometric figure and relationships among geometric figures.
• Identifies and compares plane and solid geometric figures in the environment.	• Identifies, names, and draws various plane and solid geometric figures.	• Performs and describes geometric transformations.*
• Sorts plane and solid geometric figures according to their observed properties.	• Classifies plane and solid geometric figures into various subsets using different specialized properties.	
• Identifies, names and draws various plane and solid geometric figures.	• Uses correct terminology in describing the properties of geometric figures.	• Makes, reads and interprets simple graphs, tables and commonly used schedules (e.g., class and bus schedules).
• Makes tables and graphs to display and compare measurement data.	• Makes tables and graphs to display and compare measurement data.	• Clarifies problems by listing all information given and related facts.
	• Makes, reads, and interprets simple graphs, tables and commonly used schedules (e.g., class and bus schedules).	• Solves problems by making deductions, working simple sample problems, or checking assumptions.
• Clarifies problems by asking questions, making physical models, drawing pictures, organizing a list, or restating the problem.		• Devises and uses alternate means to solve problems.
• Solves problems by estimating, experimenting, computing, listing or looking for patterns.	• Clarifies problems by making a graph, outlining the problems, or brainstorming on assumptions.	
• Demonstrates and explains how a mathematical problem is solved.	• Solves problems by making and verifying conjectures, by organizing data into lists, tables, figures, and diagrams, or by listing all possible alternatives.	
	• Checks correctness of results and processes.	

MATHEMATICS

Grade 10	Grade 12
• Adds, subtracts, multiplies and divides fractions and integers. • Uses algebraic techniques and describes their relationship to the properties of real numbers.	• Uses algebraic techniques and describes their relationship to the properties of real numbers.
• Computes measurements of common plane and solid geometric figures. • Describes and explains possible uses and misuses of basic statistical measurements. • Calculates and interprets statistical measurements from a set of data. • Calculates measures of dispersion and correlation of data.	• Calculates and interprets basic statistical measurements from a set of data. • Calculates measures of dispersion and correlation of data.
• Uses correct terminology in describing the properties of plane and solid geometric figures. • Explains relationships of the parts of a geometric figure and among geometric figures. • Performs and describes geometric transformations.* • Describes ways that geometric properties and relationships are organized in a deductive system.	• Explains relationships of the parts of a geometric figure and among geometric figures. • Performs and describes geometric transformations.* • Describes ways that geometric properties and relationships are organized in a deductive system. • Organizes geometric properties and relationships into deductive systems.
• Graphs and analyzes polynomial, rational, exponential, and logarithmic functions, and solves corresponding equations and inequalities.	• Uses concepts from trigonometry and analysis to graph equations and inequalities and discuss these from a theoretical point of view.
• States or writes the problem using the necessary information in a concise manner. • Solves problems by translating given situations into mathematical sentences, by breaking the problem into parts, or by working the problem backwards. • Generalizes the solution process and applies it to similar problems.	• States the condition of the problem, introduces suitable notations, and determines whether the data is sufficient, consistent, and reasonable. • Proves mathematical statements orally and in writing; writes alternate deductive justifications (proofs). • Solves different problems using the same mathematical model and extends problems solved.

*Geometric transformations—operations such as turning, sliding and enlarging

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MUSIC

Grade 3	Grade 6	Grade 8
• Describes one's interests in musical activities.	• Identifies one's abilities in music that give personal satisfaction	• Describes one's musical abilities and how they might be improved.
• Identifies one's abilities in music that give personal satisfaction.	• Describes one's musical abilities and how they might be improved.	• Describes how one's abilities in music differ from those of others.
• Demonstrates a personal interest in developing skills in music	• Identifies one's musical abilities that others appreciate	• Explains how one's attitude toward music differ from those of others.
• Demonstrates respect for interests of others in musical activities	• Demonstrates respect for the musical abilities of others.	• Demonstrates respect for the musical preferences of others.
• Demonstrates respect for the musical abilities of others	• Demonstrates respect for the musical preferences of others	• Explains how one's abilities in music can enhance group performance.
• Explains how one's respect for musical performance may influence others.	• Explains how one's abilities in music can enhance group performance.	• Explains how attitudes of others and self can stimulate interest in musical performance.
• Sings simple melodies with accompaniment.	• Sings simple parts of songs expressively.	• Performs expressively in musical groups.
• Sings simple melodies a cappella.	• Performs music expressively using different instruments.	• Performs part accurately and expressively in ensemble.
• Notates simple melodic and rhythmic patterns.	• Reads simple musical symbols accurately and expressively when performing.	• Reads musical markings and symbols accurately and expressively when performing.
• Imitates simple melodic or rhythmic phrases.	• Composes and performs simple rhythmic and melodic patterns.	• Uses original rhythmic and melodic patterns to create music.
• Composes and performs simple rhythmic patterns.	• Composes and performs simple songs with assistance.	• Composes, notates and performs simple melodies independently.
• Composes and performs simple melodies with assistance.	• Composes, notates and performs simple melodies independently.	• Composes melodies and simple harmonic accompaniments.
• Responds to music with body movement.		
• Interprets a piece of music through body movement.	• Identifies phrases contributing to appreciation of total song.	• Identifies expressive elements in a given piece of music.
• Performs and expresses melodic and rhythmic phrases musically	• Performs and expresses melodic and rhythmic phrases musically.	• Analyzes a variety of music and identifies expressive qualities: melody, harmony, rhythm, form, tone and/or texture.
	• Analyzes simple songs and identifies expressive qualities: melody, harmony, rhythm, form, tone, and/or texture.	• Compares styles of musical expression from different historical periods.

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MUSIC

- Describes how one's abilities in music differ from those of others.
- Explains how personal benefits are derived from observing musical performances of others.
- Identifies and demonstrates personal musical behaviors that contribute to group performance
- Demonstrates a high level of tolerance for the musical interests and abilities of others.
- Explains how attitudes of others and self can stimulate interest in musical performance.
- Demonstrates interest in helping other students achieve goals in music.

- Performs parts accurately and expressively in a variety of musical ensembles.
- Performs accurately and expressively solo and ensemble literature.
- Performs accurately and expressively solo and ensemble literature in school and community events.
- Composes, notates, and performs melodies and simple accompaniments independently.
- Composes melodies and simple harmonic accompaniments.
- Improvises simple melodies and accompaniments through performance.

- Analyzes a variety of music and identifies expressive qualities; melody, harmony, rhythm, form, tone and/or texture.
- Compares styles of musical expression from different historical periods.
- Compares styles of musical expression from different historical periods and world cultures.

- Explains how personal benefits are derived from observing musical performances of others.
- Identifies and demonstrates personal musical behaviors that contribute to group performance.
- Describes one's personal set of values toward musical experience.
- Demonstrates confidence in one's abilities in relation to the abilities of others.
- Demonstrates interest in helping other students achieve goals in music.
- Explains how one's set of values in music may differ from others.

- Performs and critically judges performances of self and others.
- Performs accurately and expressively solo and ensemble literature in school and community events.
- Performs accurately and expressively advanced solo and ensemble arrangements in public.
- Composes, notates, and performs melodies and harmonic accompaniments.
- Improvises simple melodies and accompaniments through performance.
- Composes musical selections illustrative of musical forms.

- Analyzes music from different historical periods and world cultures and identifies expressive qualities.
- Compares styles of musical expression from different historical periods and world cultures.
- Makes critical judgments about music of different historical periods and world cultures using established criteria.

PHYSICAL EDUCATION

Grade 3	Grade 6	Grade 8
• Follows rules in simple games and activities. • Demonstrates respect for others by confining movements to one's personal space • Demonstrates cooperation by working with others in movement activities • Assists others voluntarily in planning movement sequences.	• Demonstrates respect for game rules when participating in physical activities. • Demonstrates sportsmanship by behaving in a fair and courteous manner. • Demonstrates respect for rules by listening to officials when participating in competitive physical activities. • Applies the "honor" system to self when participating in competitive physical activities.	• Completes one's responsibilities and tasks when participating in physical activities. • Cooperates for the benefit of the team when participating in physical activities. • Leads team toward a satisfying and successful experience in physical activities. • Helps self and others improve skill and enjoy participation in physical activities. • Pursues physical activities according to ability and interest and selects that which is challenging.
• Performs basic body movements. • Applies body movements appropriately to simple games and dances. • Cites examples of what one's body can do. • Performs creative body movements.	• Executes body movements efficiently in modified game situations. • Executes body movements efficiently in physical activities. • Cites examples of how body movements contribute toward daily life. • Creates new activities using the various components of movement education.* • Explains the importance of body movements in daily living.	• Explains the components of a good physical fitness program. • Describes the contributions of physical activities to the quality of daily life. • Plans program of exercise to maintain physical fitness. • Explains the value of physical activity to own well-being. • Describes the value of physical fitness to daily living.
• Demonstrates awareness of the need to exercise and perform basic body movements to keep the body fit. • Participates in physical fitness activities. • Engages in vigorous physical activities to develop physical fitness.	• Participates in various physical activities with emphasis on physical fitness. • Identifies the qualities of a physically fit individual. • Selects appropriate activities to raise own level of physical fitness.	
• Follows safety precautions and rules when participating in physical activities. • Cites reasons for the necessity of safety precautions and rules when participating in physical activities. • Describes possible hazards to safety when participating in physical activities.	• Cites reasons for the necessity of safety precautions and rules when participating in physical activities. • Describes possible hazards to safety when participating in physical activities. • Uses preventive approaches to safety practices when participating in physical activities.	• Describes possible hazards to safety when participating in physical activities. • Uses preventive approaches to safety practices when participating in physical activities. • Describes actions to be taken in the event of accidents occurring during participation in physical activities.
• Performs basic body movement patterns in games and dances. • Performs simple games and dances to one's own satisfaction. • Creates simple games and dances using basic movements.	• Participates in dances and other physical activities. • Performs creative dances and games. • Makes use of physical attributes in the performance of games and dances. • Demonstrates skill in creative body movements by creating new dances and games	• Performs creative dances and games. • Refines movement sequences for effective self expression. • Performs in a program for an audience. • Integrates fundamental body movements with the techniques required to perform specific physical activities. • Identifies game strategies in competition. • Participates in intramural activities.

*movement education: space awareness, body awareness, quality of movement and relationships.
**lifetime recreational sports: archery, bowling, swimming, table tennis, etc

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Grade 10	Grade 12
• Observes accepted codes of ethics, respecting opponents and officials, controlling emotions and accepting victory and defeat • Demonstrates sportsmanship by being responsible and sensitive to others when participating in activities. • Involves self and others when considering changes for the mutual benefit of the team.	• Demonstrates sportsmanship by being responsible and sensitive to others when participating in activities. • Involves self and others when considering changes for the mutual benefit of the team. • Seeks alternatives to improve the team effort.
• Identifies and pursues a variety of physical activities that are satisfying. • Performs successfully at specified position or role when participating in physical activities. • Performs in a solo performance of a physical activity to one's own satisfaction.	• Knows own movement capabilities and participates in appropriate physical activities. • Displays knowledge of efficient body movements by executing prescribed tasks. • Uses efficient and effective body movements in the performance of physical activities. • Performs successfully at specified po: when participating in physical activities. • Selects at least two physical activities ofificiency in them.
• Seeks assistance to identify corrective measures to raise level of physical fitness. • Identifies, selects and uses corrective measures to improve physical fitness. • Explains the benefits derived from own participation in a program of physical fitness.	• Explains the role of physical recreational activitie_ in maintaining physical well-being. • Follows a program of activities to attain physical fitness. • Maintains own physical fitness by participating in vigorous physical activities. • Plans and follows a personalized conditioning program to improve physical fitness.
• Uses preventive approaches to safety practices when participating in physical activities. • Describes actions to be taken in the event of accidents occurring during participation in physical activities. • Demonstrates sound safety procedures and practices when participating in physical activities.	• Describes actions to be taken in the event of accidents during participation in physical activities. • Demonstrates sound safety procedures and practices when participating in physical activities. • Includes safety considerations when planning a personalized program for the maintenance of physical well-being.
• Explores a variety of lifetime recreational sports activities. • Identifies the need for lifetime recreational sports activities.** • Evaluates and selects appropriate lifetime recreational sports activities** to meet own needs, interests and abilities	• Identifies and describes emotional and social characteristics improved by participating in lifetime recreational sports activities.** • Uses skills and knowledge gained in preparing self for participation in lifetime recreational sports activities.**
• Refines movement sequences for effective self expression. • Participates in rhythmic expressions including dance activities and exhibitional gymnastics. • Creates dances individually, with a partner, or in a group.	• Recognizes elements of movement and is able to create a dance. • Participates in physical activities designed to develop and improve own creative potential. • Plans and conducts individual program displaying the beauty of body movement.
	• Participates in career-related activities such as officiating in competitive sports activities. • Explores physical education and related fields as possible careers. • Pursues courses related to physical education to gain work-related experiences.

SCIENCE

Grade 3	Grade 6	Grade 8

Grade 3

- Answers questions related to directed science activities.
- Acquires information that emerges from simple given scientific experiments.
- Solves simple problems that require manipulation of objects and ideas.
- Asks appropriate questions to gather information needed to explain natural phenomena.
- Records and reports simple quantitative experimental data.
- Infers possible causes of an observed or represented effect.
- Uses simple scientific measuring tools and equipment to solve problems.
- Cites examples of cause and effect relationships in nature.
- Defines a simple scientific problem or question to be investigated.
- Uses experimental information to recognize some simple quantitative and qualitative change patterns in observed phenomenon.
- Checks out reliability of information derived from a simple given scientific experiment.

- Completes work in science with supervision.
- Shows curiosity about natural phenomena.
- Identifies at least one way for finding answers to questions and for solving problems in science.
- Asks questions to gather information needed to explain natural phenomena.
- Uses a variety of sources to acquire information including information on file.
- Summarizes retrieved information according to set purpose.

- Follows health and safety precautions and rules while participating in science activities.
- Identifies reasons for the necessity of health and safety precautions and rules while participating in science activities.
- Identifies and describes health and safety practices to be followed and respected in conducting science activities.

- Exhibits awareness of science as relevant to all persons.
- Uses scientific knowledge and skills in every day situations.
- Recognizes contributions of science and technology in shaping our world.

- Demonstrates interest in science by participating in teacher-directed activities.
- Works in group situations dealing with science activities.
- Completes teacher-directed science assignments.
- Demonstrates openness to other's point of view by revising science judgments when concrete data justifies this.
- Works independently to pursue science assignments.
- Works on group experiments taking responsibility for a share of the work.

Grade 6

- Solves simple problems that require manipulation of objects and ideas.
- Asks appropriate questions to gather information needed to explain natural phenomena.
- Uses a variety of sources to acquire information including information on file.
- Records and reports simple quantitative and qualitative experimental data.
- Infers possible causes of an observed or represented effect.
- Uses simple scientific measuring tools and equipment to solve problems.
- Cites examples of cause and effect relationship in nature.
- Defines a simple scientific problem or question to be investigated.
- Uses drawings, graphs and charts to analyze and communicate experimental information.
- Uses experimental information to recognize some simple quantitative and qualitative change patterns in observed phenomenon.
- Checks out reliability of information derived from a simple given scientific experiment.
- Identifies actions and outcomes of a controlled experimental situation.
- Analyzes experimental information and draws simple interpretations.
- Uses interpretations of data to check out generalizability of experimental findings or to formulate generalizations.
- Applies generalizations to appropriate interpretations of information.

- Identifies at least one method for finding answers to questions and for solving problems in science.
- Asks questions to gather information needed to explain natural phenomena.
- Uses a variety of sources to acquire information including information on file.
- Summarizes retrieved information according to set purpose.
- Studies science-oriented materials independently and applies knowledge learned to solve scientific problems.
- Conducts simple scientific experiments to explore given problems.

- Identifies reasons for the necessity of health and safety precautions and rules while participating in science activities.
- Identifies and describes health and safety practices to be followed and respected in conducting science activities.
- Uses preventive approaches to health and safety practices while conducting science activities.

- Uses scientific knowledge and skills in everyday situations.
- Recognizes contributions of science and technology in shaping our world.
- Demonstrates knowledge that scientific discoveries and technology affect the entire world of work.
- Identifies various science-related vocations or professions.

Grade 8

- Cites examples of cause and effect relationships in nature.
- Defines a simple scientific problem or question to be investigated.
- Uses drawings, graphs and charts to analyze and communicate experimental information.
- Uses experimental information to recognize some simple quantitative and qualitative change patterns in observed phenomenon.
- Checks out reliability of information derived from a simple given scientific experiment.
- Identifies actions and outcomes of a controlled experimental situation.
- Analyzes experimental information and draws simple interpretations.
- Uses interpretations of data to check out generalizability of experimental findings or to formulate generalizations.
- Applies generalizations to appropriate interpretation of information.
- Identifies tentative generalizations as hypotheses to be tested.
- Evaluates experimental information according to specified criteria.
- Interprets cause and effect relationships within a scientific problem-solving situation.
- Selects and uses appropriate tools for obtaining experimental measurements.

- Uses a variety of sources to acquire information including information on file.
- Summarizes retrieved information according to set purpose.
- Conducts simple scientific experiments to explore given problems.
- Studies science-oriented materials independently and applies knowledge learned to solving scientific problems.
- Demonstrates personal strategies for experimenting and problem-solving in the performance of laboratory investigations.
- Seeks scientific knowledge and communicates that knowledge to others.
- Detects biases and how they distort data, conclusions or assertions.
- Designs experiment to explore given scientific problem.

- Identifies and describes health and safety practices to be followed and respected in conducting science activities.
- Uses preventive approaches to health and safety practices while conducting science activities.
- Describes actions to be taken in the event of accidents while conducting science activities.

- Recognizes contributions of science and technology in shaping our world.
- Demonstrates knowledge that scientific discoveries and technology affect the entire world of work.
- Identifies various science-related vocations or professions.
- Demonstrates knowledge about the work of professional, para-professional and non-professional scientific personnel.

SCIENCE

Grade 10	Grade 12

Grade 10

- Identifies actions and outcomes of a controlled experimental situation.
- Analyzes experimental information and draws simple interpretations.
- Uses interpretations of data to check out generalizations.
- Applies generalizations to appropriate interpretation of information.
- Uses drawings, graphs and charts to analyze and communicate experimental information.
- Identifies tentative generalizations as hypotheses to be tested.
- Analyzes experimental information according to specified criteria.
- Interprets cause and effect relationships within a scientific problem-solving situation.
- Selects and uses appropriate tools for obtaining experimental measurements.
- Uses language associated with instruments and operations in scientific experiments.
- Predicts consequences of alternative decisions and actions in a problem-solving situation.
- Reports a scientific research using appropriate methodology and format.
- Selects and uses scientific principles to determine acceptability of experimental findings.

- Conducts simple scientific experiments to explore given problems.
- Studies science-oriented materials independently and applies knowledge learned to solving scientific problems.
- Demonstrates personal strategies for experimenting and problem-solving in the performance of laboratory investigations.
- Seeks scientific knowledge and communicates that knowledge to others.
- Detects biases and how they distort data, conclusions or assertions.
- Designs experiment to explore given scientific problem.
- Evaluates the adequacy of experimental data as a basis for drawing tentative conclusions.
- Identifies and considers a variety of alternatives when solving problems or making decisions.
- Recognizes consequences of decisions and actions.

- Uses preventive approaches to health and safety practices while conducting science activities.
- Describes actions to be taken in the event of accidents while conducting science activities.
- Demonstrates sound laboratory procedures and practices while conducting scientific experiments.

- Demonstrates knowledge that scientific discoveries and technology affect the entire world of work.
- Demonstrates knowledge about the work of professional, para-professional and non-professional scientific personnel.
- Displays knowledge that the various sciences and areas of study are inter-related.
- Uses scientific knowledge, conventions, and skills to clarify values and attitudes in exploring career options.

- Identifies various science-related vocations or professions.
- Describes benefits of working alone or with others to solve scientific problems.
- Shows understanding of the importance of his/her work and the work of others in science.
- Demonstrates his/her familiarity with scientific procedures by setting realistic goals and assuming responsibility for pursuing them.
- Evaluates his/her work and the work of others in science realistically.
- Uses the processes of scientific inquiry in identifying alternatives when solving problems or making decisions that affect self as well as others.
- Seeks opportunities for helping others to learn science.

Grade 12

- Identifies tentative generalizations as hypotheses to be tested.
- Analyzes experimental information according to specified criteria.
- Interprets cause and effect relationships within a scientific problem-solving situation.
- Selects and uses appropriate tools for obtaining experimental measurements.
- Uses language associated with instruments and operations in scientific experiments.
- Predicts consequences of alternative decisions and actions in a problem-solving situation.
- Reports a scientific research using appropriate methodology and format.
- Uses accurate terms to present analytical systems, models, or procedures.
- Uses appropriate statistical procedures in summarizing and analyzing data.
- Prepares independent research paper on a scientific problem for public sharing.

- Demonstrates personal strategies for experimenting and problem-solving in the performance of laboratory investigations.
- Seeks scientific knowledge and communicates that knowledge to others.
- Detects biases and how they distort data, conclusions or assertions.
- Designs experiment to explore given scientific problem.
- Evaluates the adequacy of experimental data as a basis for drawing tentative conclusions.
- Identifies and considers variety of alternatives when solving problems or making decisions.
- Recognizes consequences of decisions and actions.
- Predicts and weighs consequences of alternative decisions and actions.
- Reanalyzes data and provides further evidence in support of findings when confronted with conflicting data.
- Seeks opportunities to study a scientific problem in depth.
- Demonstrates knowledge of research methodology in carrying out independent scientific investigations.

- Describes actions to be taken in the event of accidents while conducting science activities.
- Demonstrates sound laboratory procedures and practices while conducting scientific experiments.
- Includes health and safety considerations in the design of independent research studies in science.

- Demonstrates knowledge about the work of professional, para-professional and non-professional scientific personnel.
- Displays knowledge that the various sciences and areas of study are interrelated.
- Uses scientific knowledge, conventions and skills to clarify values and attitudes in exploring career options.
- Participates in extra-curricular activities that are science career related.

- Demonstrates his/her familiarity with scientific procedures by setting realistic goals and assuming responsibility for pursuing them.
- Evaluates his/her work and the work of others in science realistically.
- Uses the processes of scientific inquiry in identifying alternatives when solving problems or making decisions that affect self as well as others.
- Seeks opportunities for helping others to learn science.
- Demonstrates the ability to predict consequences and the impact of alternative decisions on self and others.

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SCIENCE (continued)

Grade 3	Grade 6	Grade 8
	• Completes teacher-directed science assignments.	• Works independently to pursue science assignments.
	• Demonstrates openness to other's point of view by revising science judgments when concrete data justifies this.	• Works on group experiments taking responsibility for a share of the work.
	• Works independently to pursue science assignments.	• Demonstrates his/her familiarity with scientific procedures by setting realistic goals and assuming responsibility for pursuing them.
	• Works on group experiments taking responsibility for a share of the work.	• Evaluates his/her work and the work of others in science realistically.
	• Describes benefits of working alone or with others to solve scientific problems.	
	• Shows understanding of the importance of his/her work and the work of others in science.	

Grade 10	Grade 12

SOCIAL STUDIES

Grade 3	Grade 6	Grade 8
• Identifies and describes the major roles and functions for each member of a family group. • Describes the role of the family and explains its relationship to the larger community. • Explains the relationship between individual rights and responsibilities in a group situation.	• Describes the organization and structure of the school. • Describes the basic organizational structure of local, state, and federal levels of government. • Explains the major functions and responsibilities of local, state, and federal levels of government.	• Describes the basic governmental structures and responsibilities at the local, state and federal levels. • Describes the lawmaking processes at the local, state, and federal levels. • Compares and contrasts the major responsibilities among the local, state, and federal levels of government.
• Identifies historical figures and tells why they are important. • Identifies historical figures and describes the events they influenced. • Identifies the historical figures most admired and describes the major motivations which guided each into action.	• Contributes an opinion or viewpoint in a social studies discussion. • Explains the relationship between rules of conduct and one's responsibility to self and others. • Articulates and explains a viewpoint other than one's own in a group discussion.	• Identifies and defines the major ways in which people organize themselves in American society today. • Describes how and why people organize to satisfy basic social needs. • Compares and contrasts the major ways in which people organize and analyze the effectiveness of their efforts.
• Identifies a problem facing the class or school. • Lists the steps for resolving a problem in the class or school. • Identifies examples of problems people have in getting along with each other.	• Identifies and uses data gathered from many sources in seeking possible solutions to a social problem. • Raises questions related to a social problem based on data gathered from various sources. • Distinguishes statements of fact from opinion when reviewing information for solving a social problem. • Gathers information about various sources and organizes the data related to a social problem. • Distinguishes between relevant and irrelevant data when reviewing information for solving a social problem. • Identifies the key questions that need to be answered in resolving a social problem.	• Distinguishes statements of fact from opinion when reviewing data related to a social problem. • Gathers data from various sources and organizes the data related to a social problem. • Distinguishes between relevant and irrelevant data when gathering information for solving a social problem. • Identifies the key questions that need to be answered in resolving a social problem. • Organizes, analyzes and interprets social science information from many sources in solving a social problem. • States a hypothesis about the cause of a social problem.
• Obtains information related to a social problem from parents or relatives. • Gathers social studies information from as many sources as possible. • Gathers data from various sources and organizes the data related to a social problem.		
• Describes what makes one feel good about self. • Gives examples of behavior that illustrate respect for self and others. • Describes personal characteristics that others feel good about. • Demonstrates social behaviors which encourage acceptance by others. • Describes reasons why personal behaviors are acceptable or not acceptable. • Describes personal behavior which should be changed or improved upon and develops possible ways to change them.	• Describes those behavioral characteristics which one believes would contribute most towards a positive feeling of self. • Explains how friends can influence one's behavior and how that affects feelings about self. • Describes the cultural practices which one's family values and how they affect feelings about self. • Explains how the various members of the family influence how one feels about self. • Describes cultural practices from an ethnic group other than one's own, and explains one's acceptance or non-acceptance of them. • Analyzes the reasons for difficulties in acceptance of cultural practices that differ from one's own.	• Identifies and describes personal social values that are derived outside of family life and peers. • Identifies the major forces in the community which influence the development of one's personal social values. • Describes cultural practices of an ethnic group other than one's own and explains one's acceptance or non-acceptance of them. • Analyzes the reasons for difficulties in acceptance of cultural practices that differ from one's own. • Evaluates how personal social values affect development of one's personality. • Accepts differences in cultural practices which may conflict with that of one's family or peers.
• Listens and participates in a social studies group activity. • Listens and accepts opinions of others in social studies group discussions. • Describes and accepts ways in which people are alike and different.	• Describes one's behavior towards others that enhances positive relationships. • Predicts the probable reactions to inconsistent behaviors toward others. • Listens and accepts opinions of others and engages constructively in social studies discussions.	• Describes one's personal values. • Explains how one's personal values influence the kinds of social activities one engages in. • Explains why American social values change.

SOCIAL STUDIES

Grade 10	Grade 12

Grade 10

- Describes the lawmaking processes at the local, state and federal levels.
- Identifies the basic rights and responsibilities expressed in the U.S. Constitution.
- Explains basic rights and responsibilities in American society in terms of due process of law.

- Identifies basic human social needs and how various societies provide for satisfying such needs.

- Identifies several outstanding historical personalities who were successful in achieving their goals that contributed to the betterment of society.
- Analyzes the characteristics of several historical figures in American history who were successful in bringing about changes in the economic and political policies and practices of the nation.
- Identifies and evaluates the personal social values held by prominent leaders who brought about economic and political changes in American history.

- Identifies a social issue or problem and describes the steps required in solving the issue or problem.
- States a hypothesis about a social problem.
- Analyzes data and develops alternative solutions to a social problem.
- Designs a research project to test a hypothesis about a social problem.
- Reviews the processes involved in solving a social problem and evaluates the effectiveness of the outcomes.
- Designs and implements a research project to test a hypothesis about a social problem.

- Identifies the cultural practices which one's community values.
- Demonstrates personal behavior that recognizes "human worth and dignity" in relating to others.
- Describes the multicultural heritage of the American nation.
- Describes how social change affects development of personal values.
- Identifies the major social values in American society today and explains how these influence personal values.
- Analyzes and evalutes different cultures that have contributed to the development of American society.

Grade 12

- Describes one's role in the American election process.
- Explains the role and function of political parties in the American election process.
- Predicts probable legislation on major issues based on the outcomes of an election.

- Explains basic rights and responsibilities in American society in terms of due process of law.
- Analyzes a problem of violation of human rights guaranteed by the U.S. Bill of Rights or denial of due process of law.
- Analyzes the concept of human rights (Universal Declaration of Human Rights) and describes its status in the world today.

- Analyzes data and develops alternative solutions to a social problem.
- States a hypothesis about a social problem.
- Reviews the processes involved in solving a social problem and evaluates the effectiveness of the outcomes.
- Designs and implements a research project to test a hypothesis about a social problem.
- Develops a plan for implementing a recommended alternative derived from research on a social problem.
- Predicts probable consequences of a decision or course of action on a social issue involving personal participation.

- Identifies the major factors which influence the development of one's personality (e.g., culture, family and early experience).
- Identifies a personal social value and explains how it influences one's relationship with others.
- Identifies and explains how social values held by peers were developed and accepted.
- Explains the social, financial and occupational differences of being male and female in American society.
- Identifies and analyzes those factors (e.g., age, sex, expectations of self, peers, school, family, citizens of a state and nation) which may influence personal roles in the future.
- Analyzes a changing American social value and describes the consequences as they affect one's role in society.

STUDENT ACTIVITIES

Grade 3	Grade 6	Grade 8
• Assumes a role in a school service activity. • Identifies ways in which the student can help others in the school and community. • Assumes a leadership role in a school service activity. • Identifies and complies with established school rules and procedures such as playground and lunch line rules. • Explains the need for school rules and procedures.	• Explains the need for school rules and procedures. • Identifies ways in which the student can help others in the school and community. • Identifies and expresses some school concerns and problems and uses the democratic process* to resolve them. • Assumes a leadership role in helping to resolve a school problem.	• Identifies and expresses some school concerns and problems and uses the democratic process to resolve them. • Uses the democratic process to develop or revise school rules, policies and procedures. • Actively participates and works on resolving a local social concern by collecting data, analyzing the data, contacting key decision-makers and communicating one's position on the issue.

*Democratic process refers to gathering the ideas and thoughts of those concerned or affected by the problem; applying principles of parlimentary procedure including voting and majority rule; getting group consensus on the resolution.

VALUES EDUCATION

Grade 3	Grade 6	Grade 8
• Participates in classroom discussions on values. • Discusses personal values in classroom interaction. • Distinguishes between acceptable and non-acceptable behavior in the school. • Respects authority while recognizing that rules have legitimate exceptions. • Explains the need for order in any group situation. • Describes problems in classroom behavior and interaction. • Identifies, with teacher assistance, a range of alternative solutions to classroom problems relating to values.	• Respects other's opinions. • Discusses personal values in classroom interaction. • Respects authority while recognizing that rules have legitimate exceptions. • Explains the need for order in any group situation. • Serves as a responsible member/leader in a small group. • Describes problems in classroom behavior and interaction. • Identifies, with teacher assistance, a range of alternative solutions to classroom problems relating to values. • Selects an alternative solution to classroom problems based on personal values instead of peer pressure.	• Identifies similarities and/or differences among social, cultural and ethnic groups. • Examines information for accuracy and bias. • Demonstrates understanding of individuals who belong to other social, cultural, and ethnic groups. • Explains the need for order in any group situation. • Serves as a responsible member/leader in a small group. • Cooperates with others to attain common objectives. • Identifies and evaluates alternative solutions to different problems. • Determines criteria and applies them in making judgments and decisions. • Selects an alternative solution to problems after careful consideration of the consequences.

STUDENT ACTIVITIES

Grade 10	Grade 12
• Uses the democratic process to develop or revise school rules, policies and procedures.	• Describes the democratic process and procedures used in influencing others to reach identified objectives for the group's welfare.
• Actively participates and works on resolving a local social concern by collecting data, analyzing the data, contacting key decision-makers and communicating one's position on the issue.	• Uses the democratic process and procedures to influence others in reaching identified objectives for the group's welfare.
• Uses the democratic process and procedures to influence others in reaching identified objectives for the group's welfare.	• Actively participates and works on resolving a national or international concern by collecting data, analyzing the data, contacting key decision-makers and communicating one's position on the issue.

VALUES EDUCATION

• Examines information for accuracy and bias.	• Demonstrates understanding of individuals who belong to other social, cultural, and ethnic groups.
• Demonstrates understanding of individuals who belong to other social, cultural and ethnic groups.	• Distinguishes between relevant and irrelevant and strong and weak arguments during classroom discussions on values.
• Distinguishes between relevant and irrelevant and strong and weak arguments during classroom discussions on values.	• Identifies values associated with current issues and participates in projects related to issues.
• Serves as a responsible member/leader in a small group.	
• Cooperates with others to attain common objectives.	• Cooperates with others to attain common objectives.
• Determines criteria and applies them in making judgments and decisions.	• Makes decisions and accepts the consequences.
• Selects an alternative solution to problems after careful consideration of the consequences.	• Acts upon a decision by carrying out necessary behaviors.
• Demonstrates satisfaction with personal decisions.	• Demonstrates commitment to decisions by defending choice of action to others.

APPENDIX A

What Criteria Did the Performance Expectations Have to Meet?

Under the direction of the Office of Instructional Services staff, the Northwest Regional Educational Laboratory developed criteria to be used in judging the technical adequacy of the performance expectations. These criteria were applied to each draft of the performance expectations.

The Northwest Regional Educational Laboratory's criteria fall into seven general areas:

1. Teachability. Can the skills indicated in the performance expectations be taught in a Hawaii school setting?

2. Acceptability. Are the performance expectations acceptable to all educators and other citizens in the state?

3. Generalizability. Are the performance expectations equally applicable to all groups of students throughout the state?

4. Feasibility. Are resources available to support implementation of the performance expectations?

5. Consistency. Do the performance expectations relate to other performance expectations?

6. Specificity. Are the performance expectations specific enough to adequately define outcomes indicated in the performance expectations?

7. Clarity. Are the performance expectations clearly stated?

In addition, four criteria regarding comprehensiveness were added by the Office of Instructional Services to check the extent to which the total set of performance expectations provided a complete and consistent representation of desirable outcomes related to the eight Foundation Program Objectives. These are:

1. Is there consistency among performance expectations to reflect vertical and horizontal continuity of competencies within a progression from kindergarten to grade 12?

2. Do the performance expectations for the instructional areas relate appropriately to the Foundation Program Objectives?

3. Are the performance expectations generally written at a similar level of specificity?

4. Do the performance expectations constitute a set of desirable competencies for the total educational development of each student?

These criteria were systematically applied to the performance expectations by Northwest Regional Laboratory staff and the Office of Instructional Services staff. Performance expectations which failed to meet one or more of the criteria were rewritten or discarded.

APPENDIX B

What Were the Steps in the Development of the Performance Expectations and Who Were Involved?

The performance expectations for the eight Foundation Program Objectives were developed for twenty-one instructional areas by program specialists in the Office of Instructional Services. The initial set of performance expectations was reviewed by representatives from every elementary, intermediate and high school; district curriculum specialists, student representatives, university staff, community members, Office of Instructional Services staff and the Task Force on Graduation Requirements. The Task Force members included students, parents, teachers, counselors, principals, representatives of business, labor and educational agencies, and Department of Education state and district personnel. Comments from reviewers along with the technical assistance and editorial comments from Northwest Regional Educational Laboratory staff were considered by the program specialists in revising the performance expectations.

A revised set of performance expectations was sent to seventy-seven schools for trial use between February and May, 1978. Comments were analyzed and given careful consideration in the revision of the performance expectations. This revision phase lasted through mid-July, 1978.

APPENDIX C

What Are Essential Competencies?

Essential Competencies are those proficiencies considered to be the minimum required for becoming productive and contributing members of society. The original list of essential competencies, selected from among the performance expectations consisted of seventy-two items. Twenty-seven essential competencies spanning all eight Foundation Program Objectives were selected for public validation. Consultants from the Northwest Regional Educational Laboratory (NWREL) provided assistance in reviewing and revising these essential competencies according to criteria established by the NWREL.

Using a random sample approach, participants for the public validation of the essential competencies were selected from three major target populations: consumers, professionals, and other publics. These participants received a survey containing the twenty-seven essential competencies. Based on public reactions, the Task Force on Graduation selected fifteen essential competencies. These are:

1. Read and use printed materials from daily life. These include the newspaper, telephone book, road maps, charts and graphs commonly used in public media, and household product instructions.

2. Complete commonly used forms. These include personal checks, job applicatoins, charge account applications and other similar forms.

3. Demonstrate writing skills commonly used in daily life. These include writing directions, telephone messages, letters of inquiry or complaint, and personal correspondence.

4. Communicate orally in situations common to everyday life. These include giving simple directions and answering questions about directions or instructions, expressing personal opinions on a topic and responding to questions about the topic, and describing an object.

5. Use computational skills in situations common to everyday life. These include adding, subtracting, multiplying, and dividing whole numbers, adding and subtracting dollars and cents, and computing discount and simple interest.

6. Read and use scales on standard measuring devices. These include rulers, measuring cups and spoons, thermometers and weight scales.

7. Interpret common visual symbols. These include traffic signs and road markings, directions to public facilities, and caution and warning labels and signs.

8. Reach reasoned solutions to commonly encounterd problems. Reasoned solutons are those that incorporate the facts at hand, the constraints on the solution, the feasibility of carrying out the solution, and the values of those affected by the solution. Commonly encountered problems include decisions about family finance, career plans, physical health, and community issues.

9. Distinguish fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.

10. Use resources for independent learning. These resources include the library, informed persons, and public and private agencies.

11. Identify the harmful effects of smoking, drinking, drug abuse, overeating, insufficient sleep, poor personal hygiene, and poor nutrition.

12. Identify the training, skill and background requirements of at least one occupation in which the student is interested.

13. Demonstrate knowledge of the basic structure and functions of national, state and local governments.

14. Demonstrate knowledge of the citizen's opportunities to participate in political processes. These include voting, running for office, contacting elected representatives, and participating in election campaigns.

15. Demonstrate knowledge of important citizen rights and responsibilities. This includes the rights guaranteed by the Constitution and knowledge of traffic laws and major criminal offenses.

The final list does not include competencies in the areas of positive self-concept and creative potential and aesthetic sensitivity. Competencies in these areas were deleted because, although they are considered to be "highly desirable" the public did not consider them to be basic requirements for living effectively in society.

For more complete information on essential competencies, refer to the *Report of the Task Force on Graduation Requirements*, June 1978.